



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



DIPLOMA IN SECONDARY EDUCATION EXAMINATION FORMATS

**ISSUED BY:
THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
P.O. BOX 2624
DAR ES SALAAM
TANZANIA**

**REVISED EDITION
NOVEMBER, 2021**



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



DIPLOMA IN SECONDARY EDUCATION EXAMINATION FORMATS

ISSUED BY:
THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA
P.O. BOX 2624
DAR ES SALAAM
TANZANIA

REVISED EDITION
NOVEMBER, 2021

Published by

**The National Examinations Council of Tanzania,
P.O. Box 2624,
Dar es Salaam,
Tanzania.**

© The National Examinations Council of Tanzania, 2021

All right reserved.

Table of Contents

FOREWORD	iv
710 CIVICS PEDAGOGY	1
711 DEVELOPMENT STUDIES	4
712 HISTORY	7
713 GEOGRAPHY	10
715 ELIMU YA DINI YA KIISLAMU	13
716 FINE ART AND CRAFT	17
717 MUSIC	21
719 THEATRE ARTS	25
721 KISWAHILI	29
722 ENGLISH LANGUAGE	32
723 FRENCH LANGUAGE	36
724 COMMUNICATION SKILLS	39
725 LUGHA YA KIARABU	42
731 PHYSICS	45
732 CHEMISTRY	49
733 BIOLOGY	54
735 AGRICULTURE TEACHING METHODS	59
736 PHYSICAL EDUCATION AND SPORT	62
737 COMPUTER SCIENCE	67
738 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)	72
740 MATHEMATICS	75
744 GENERAL STUDIES	78
750 EDUCATIONAL MEDIA AND TECHNOLOGY	81

751	COMMERCE TEACHING METHODS	84
752	BOOKKEEPING TEACHING METHODS.....	87
753	HOME ECONOMICS	90
761	EDUCATIONAL PSYCHOLOGY, GUIDANCE AND COUNSELLING	94
762	EDUCATIONAL RESEARCH, MEASUREMENT AND EVALUATION ..	97
763	FOUNDATIONS OF EDUCATION	100
764	CURRICULUM AND TEACHING	103

FOREWORD

The 2021 examination format booklet is a revised version of the 2017 format booklet issued by the National Examinations Council of Tanzania. The format has been prepared to cover all subjects prescribed in the Curriculum for the Diploma in Secondary Education of 2009 and the three-year Diploma for science subjects of 2018 issued by the Tanzania Institute of Education. This format will take effect from May 2022.

The formats have been revised to accommodate key changes which have occurred in teaching and learning since 2009. The changes include the introduction of the 2014 Education and Training Policy, which calls for the preparation of skilled human resources whose skills meet the requirement of the 21st century. There was also the introduction of 737 Computer Science subject in 2017 as a response to the 2014 Education and Training Policy. The National Examinations Council has redefined its assessment to cater for competence-based learning with more emphasis on the high order thinking skills.

Each examination format has been presented in five components: Introduction, General Objectives, General Competences, Examination Rubric and Examination Contents. The specification tables have been placed at the end of each format to indicate the total weight of each topic and the total percentage weight of the paper. All examination papers will last three (3) hours, except for candidates with visual impairment who will be given ten (10) extra minutes in social sciences, languages, and science subjects and twenty (20) extra minutes in Mathematics.

This examination format is expected to enable examination setters and moderators to set fair, valid and reliable assessments for student teachers. It is, however, cautioned that the formats should, under no circumstances, replace the subject syllabi.

The National Examinations Council of Tanzania would like to express its sincere gratitude to all who participated in the preparation of this format.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

710 CIVICS PEDAGOGY

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Civics Pedagogy Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Civics Pedagogy will need to be done.

2.0 GENERAL OBJECTIVES

The Civics Pedagogy examination will assess the extent to which candidates can:

- 2.1 analyse the Civics Pedagogy Syllabus and other Civics teaching and learning materials;
- 2.2 prepare and use Civics Pedagogy's scheme of work, lesson plans and effective classroom questions;
- 2.3 use appropriate teaching aids and plan students' learning activities;
- 2.4 apply learner-centred teaching and learning methods and strategies in teaching Civics;
- 2.5 apply pedagogical skills in instilling citizenship values, cross-cutting issues and higher-level thinking skills in learners;
- 2.6 apply appropriate skills in teaching learners with special needs; and
- 2.7 assess learners' academic performance and attitude in Civics subject.

3.0 GENERAL COMPETENCES

The Civics Pedagogy Examination will assess the candidate's ability to:

- 3.1 analyse teaching and learning materials in the Civics curriculum;
- 3.2 select, compile and organize teaching/learning techniques, strategies and aids for effective teaching/learning Civics;
- 3.3 prepare and use Civics scheme of work, lesson plans, effective classroom questions, appropriate student activities and teaching aids;
- 3.4 instil citizenship competencies, cross-cutting issues and higher-level thinking skills into Civics lessons;
- 3.5 assess learner's performance; and
- 3.6 show the readiness for teaching Civics and motivating learners.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 Principles of Teaching and Learning Civics
- 5.2 Civics Teaching and Learning Materials
- 5.3 Planning and Preparation for Teaching Civics Subject
- 5.4 Teaching of the Civics Subject Content
- 5.5 Assessment of Student's Performance
- 5.6 Preparing and Planning for Block Teaching Practice (BTP).

710 Civics Pedagogy's Table of Specification

S/N	Topic	Skills tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Principles of Teaching and Learning Civics							3	21.4
2	Civics Teaching/Learning Materials							3	21.4
3	Planning and Preparation for Teaching Civics Subject							3	21.4
4	Teaching of the Civics Subject Contents							3	21.4
5	Assessment of Student's Performance							1	7.2
6	Preparation and Planning for Block Teaching Practice (BTP)							1	7.2
Total Number of Questions								14	
Total Percentage Weight									100

711 DEVELOPMENT STUDIES

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Development Studies Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Development Studies will need to be done.

2.0 GENERAL OBJECTIVES

The Development Studies examination will assess the extent to which candidates can:

- 2.1 understand concepts, skills and apply them;
- 2.2 identify, evaluate and propose solutions for socio-economic problems at national and international levels;
- 2.3 deal with socio-economic and political challenges, including cross-cutting issues;
- 2.4 acquire skills and attitude towards lifelong learning and development;
- 2.5 sensitize others to observe human rights, including the rights of the child and the rights of special groups in the Tanzanian society; and
- 2.6 promote individual ethics, values and integrity.

3.0 GENERAL COMPETENCES

The Development Studies examination will test the candidate's ability to:

- 3.1 analyse and conclude current issues at the international level;
- 3.2 evaluate the developmental process at the national and international level and make supportive judgments;
- 3.3 apply life skills in dealing with social, economic and political challenges, including cross-cutting issues such as HIV/AIDS, globalization, gender, drug abuse and corruption;
- 3.4 promote and protect human rights, including the rights of the child and the rights of special groups; and
- 3.5 promote individual ethics, values and integrity.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay questions. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 Theories and Aspects of Development
- 5.2 Tanzania in the World Politics
- 5.3 Government and Politics
- 5.4 Citizenship and Human Rights
- 5.5 Culture and Philosophy
- 5.6 Globalization

711 Development Studies' Table of Specification

S/N	Topics	Skills to be Tested						Number of Questions per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
1	Theories and Aspects of Development							6	42.86
2	Tanzania in the World Politics							3	21.43
3	Government and Politics							2	14.29
4	Citizenship and Human Rights							1	7.14
5	Culture and Philosophy							1	7.14
6	Globalization							1	7.14
Total Number of Questions								14	
Total Percentage Weight									100

712 HISTORY

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the History Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in History will need to be done.

2.0 GENERAL OBJECTIVES

The History examination will assess the extent to which the candidate can:

- 2.1 understand African development, challenges and efforts made to overcome them so that they resolve current problems;
- 2.2 conduct historical research in teaching and learning History;
- 2.3 apply basic skills of empathy, reflection, critical thinking, reasoning, judgment, guidance and counselling to enhance the teaching and learning History;
- 2.4 apply appropriate skills in the selection of teaching and learning materials and making improvisation of teaching and learning materials;
- 2.5 apply participatory methods, techniques and strategies in teaching and learning History at the ordinary level; and
- 2.6 analyse the ordinary level History syllabus.

3.0 GENERAL COMPETENCES

The examination will assess the candidate's ability to:

- 3.1 demonstrate historical knowledge and ability to organize teaching and learning History;
- 3.2 select, make, improvise and apply appropriate teaching and learning materials and methods, techniques and strategies in teaching and learning History;
- 3.3 apply basic skills of critical thinking, reasoning, empathy, reflection, guidance and counselling in teaching and learning History;
- 3.4 understand the relationship between African's developmental problems and foreign intrusion, colonial domination, cultural subjugation and economic exploitation before and after colonial rule;
- 3.5 use historical knowledge and skills in solving socio-political and economic problems facing the school and the community as a whole; and

- 3.6 show a positive attitude in teaching and learning History and the ability to raise learners' interests.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, which weigh **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 Pre-colonial Social Formation in Africa
- 5.2 Establishment of Colonialism in Africa
- 5.3 The Colonial Economy in Africa
- 5.4 The rise of Nationalism and the Struggle for Independence
- 5.5 Political and Economic Development since Independence
- 5.6 The Rise of Socialism
- 5.7 Neo-Colonialism and the Question of Underdevelopment in the Third World Countries
- 5.8 Principles of Teaching and Learning History
- 5.9 Analysis of History Teaching and Learning Materials
- 5.10 Preparation for Teaching and Learning History
- 5.11 Teaching and Learning Subject Content
- 5.12 Assessment and Evaluation

712 History's Table of Specification

S/N	Topic	Skills to be Tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Pre-colonial Social Formation in Africa							1	7.1
2	Establishment of Colonialism in Africa							1	7.1
3	The Colonial Economy in Africa/the Rise of Socialism							1	7.1
4	The rise of Nationalism and the Struggle for Independence							1	7.1
5	Political and Economic Development in Tanzania since Independence							1	7.1
6	Neo-colonialism and the Question of Underdevelopment in Third World Countries							1	7.1
7	Principles of Teaching and Learning History							2	14.2
8	Analysis of History Teaching/Learning Materials							1	7.1
9	Preparations for Teaching And Learning History							2	14.2
10	Teaching and Learning Subject Contents							2	14.2
11	Assessment and Evaluation							1	7.1
Total Number of Questions								14	
Total Percentage Weight									100

713 GEOGRAPHY

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Geography Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Geography will need to be done.

2.0 GENERAL OBJECTIVES

The Geography subject examination will generally assess the extent to which the candidate can:

- 2.1 practice the acquired skills in the environmental conservation and management of disaster;
- 2.2 identify geographical constraints facing the local and global community and suggest ways of overcoming them;
- 2.3 demonstrate knowledge and skills in social and physical development;
- 2.4 consolidate and apply pedagogical knowledge and skills in teaching Geography in O - level secondary schools;
- 2.5 improvise the teaching and learning aids for Geography;
- 2.6 use research methods, specifically action research, to improve the teaching of Geography in the classroom.

3.0 GENERAL COMPETENCES

The Geography subject examination will assess the candidate's ability to:

- 3.1 establish and promote mutual geographical linkages between national, regional and global environment;
- 3.2 observe, measure, record and interpret various geographical phenomena;
- 3.3 address problems and constraints facing the community in the social and economic contexts;
- 3.4 select, prepare, organize and apply appropriate teaching and learning resources;
- 3.5 operationalize geographical research and demonstrate subject dynamics;
- 3.6 apply appropriate theoretical and practical knowledge in teaching Geography to learners with all learning needs;

3.7 implement the Geography curriculum regarding learning needs for all learners.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 Physical Resources
- 5.2 Population and Development
- 5.3 Surveying
- 5.4 Map Reading and Photograph Interpretation
- 5.5 Geomorphic Processes
- 5.6 Weather and Climate
- 5.7 Environmental Problems and Issues
- 5.8 Human Occupations and Economic Development
- 5.9 Energy Resources
- 5.10 Geography Discipline
- 5.11 Principles of Teaching and Learning Geography
- 5.12 Geography Teaching and Learning Support Resources
- 5.13 Preparation for Teaching and Learning Geography
- 5.14 Teaching and Learning Selected Topics
- 5.15 Assessment in Geography

713 Geography's Table of Specifications

S/N	Topics	Skills to be Tested						Total Number of Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Physical Resources							2	15
2	Population and Development							1	7
3	Surveying							1	7
4	Map Reading and Photograph Interpretation							1	7
5	Geomorphic Processes							1	7
6	Weather and Climate							1	7
7	Geography Discipline							1	7
8	Environmental Problems and Issues							1	7
9	Human Occupations and Economic Development							1	7
10	Energy Resources							1	7
11	Principles of Teaching and Learning Geography/Geography Teaching and Learning Support Resources							1	7
12	Preparation for Teaching and Learning Geography							1	7
13	Teaching and Learning Selected Topics/Assessment in Geography							1	7
Total Number of Questions								14	
Total Percentage Weight per Skill									100

715 ELIMU YA DINI YA KIISLAMU

1.0 UTANGULIZI

Fomati hii ya mtihani wa Elimu ya Dini ya Kiislamu imetokana na marekebisho yaliyofanywa katika fomati ya mwaka 2017 iliyotolewa na Baraza la Mitihani la Tanzania. Fomati hii inazingatia muhtasari wa somo la Elimu ya Dini ya Kiislamu wa mwaka 2012. Maboresho yaliyofanyika yamelenga kupima umahiri wa viwango vya juu vya kufikiri. Aidha, hakuna mabadiliko katika mada zitakazotahiniwa.

2.0 MALENGO YA JUMLA

Mtihani wa somo la Elimu ya Dini ya Kiislamu utapima ni kwa kiwango gani mtahiniwa anaweza:

- 2.1 kueleza mtazamo wa Uislamu juu ya elimu;
- 2.2 kueleza mtazamo wa Uislamu juu ya dini;
- 2.3 kuchambua utekelezaji na falsafa ya nguzo za uislamu;
- 2.4 kuchambua nguzo za imani na athari yake katika maisha ya muumin;
- 2.5 kuchambua Qur'an kama kitabu na kubainisha mafunzo ya sura na aya zilizoteuliwa;
- 2.6 kuanisha na kuchanganua sunnah na hadith;
- 2.7 kufafanua mafunzo yatokanayo na historia ya uislamu kabla ya Mtume (S.A.W) kwa mujibu wa Qur'an;
- 2.8 kufafanua mafunzo yatokanayo na historia ya uislamu wakati wa Mtume (S.A.W) na baada yake hadi hivi leo;
- 2.9 kubainisha umuhimu na mbinu za Da'awah;
- 2.10 kutumia mbinu mbalimbali za kufundishia na kujifunzia mada za muhtasari wa Elimu ya Dini ya Kiislamu katika shule za Sekondari;
- 2.11 kufanya maandalizi ya ufundishaji wa Elimu ya Dini ya Kiislamu katika shule za sekondari;
- 2.12 kutengeneza, kufaragua na kutumia zana anuai za kufundishia na kujifunzia mada za somo la Elimu ya Dini ya Kiislamu katika shule za sekondari;
- 2.13 kupima na kutathmini uelewa wa wanafunzi juu ya mada za muhtasari wa Elimu ya Dini ya Kiislamu katika shule za sekondari.

3.0 UMAHIRI WA JUMLA

Mtihani wa somo la Elimu ya Dini ya Kiislamu utapima ujuzi na utendaji wa mtahiniwa katika:

- 3.1 kueleza mtazamo wa Uislamu juu ya elimu;
- 3.2 kueleza mtazamo wa Uislamu juu ya dini;

- 3.3 kueleza lengo la maisha ya mwanadamu, hadhi yake na dhima ya waumini katika jamii kwa mujibu wa Qur'an;
- 3.4 kubainisha na kuchambua nguzo sita za imani na athari yake katika maisha ya muumin;
- 3.5 kufafanua utekelezaji na falsafa ya nguzo tano za Uislamu;
- 3.6 kuchambua Qur'an kama kitabu na kuainisha mafunzo ya sura na aya zilizoteuliwa;
- 3.7 kueleza maana na umuhimu wa sunnah katika Uislamu;
- 3.8 kueleza historia ya ukusanyaji na uandishi wa hadithi;
- 3.9 kufafanua vigezo vya mgawanyo wa hadith;
- 3.10 kuanisha mfumo wa maisha ya familia na jamii ya Kiislamu;
- 3.11 kubainisha mafunzo yatokanayo na Historia ya Uislamu kabla ya Mtume (S.A.W) kwa mujibu wa Qur'an;
- 3.12 kuchanganua mafunzo yatokanayo na historia ya Uislamu wakati wa Mtume (S.A.W) na baada yake hadi hivi leo;
- 3.13 kuanisha umuhimu na mbinu za Da'awah;
- 3.14 kutumia mbinu mbalimbali za kufundishia na kujifunzia mada za muhtasari wa Elimu ya Dini ya Kiislamu katika shule za sekondari;
- 3.15 kuandaa azimio la kazi na andalio la somo na kutumia miongozo hiyo katika kufundisha mada za somo la muhtasari wa Elimu ya Dini ya Kiislamu katika shule za sekondari;
- 3.16 kutengeneza, kufaragua na kutumia zana anuai za kufundishia na kujifunzia mada za somo la Elimu ya Dini ya Kiislamu katika shule za sekondari;
- 3.17 kupima na kutathmini uelewa wa wanafunzi juu ya mada za muhtasari wa Elimu ya Dini ya Kiislamu katika shule za sekondari na
- 3.18 kutambua na kutatua matatizo mbalimbali ya wanafunzi katika kujifunza Elimu ya Dini ya Kiislamu kwa wanafunzi wa shule za sekondari.

4.0 MUUNDO WA MTIHANI

Mtihani wa somo la Elimu ya Dini ya Kiislamu utafanywa kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi **moja (1)** yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

Sehemu A itakuwa na maswali **kumi (10)** ya majibu mafupi; ambapo maswali **saba (7)** yatapima taaluma na **matatu (3)** yatapima utaalamu. Mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

Sehemu B itakuwa na maswali **manne (4)** ya insha; ambapo maswali **mawili (2)** yatapima taaluma na **mawili (2)** yatapima utaalamu. Mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

5.0 MAUDHUI YA MTIHANI

Mada zitakazotahiniwa ni kama ifuatavyo:

5.1 Mada za Tawhiid

- 5.1.1 Mtazamo wa Uislamu juu ya Elimu
- 5.1.2 Mtazamo wa Uislamu juu ya Dini
- 5.1.3 Hadhi na Dhima ya Waumini katika Jamii
- 5.1.4 Imani ya Kiislamu
- 5.1.5 Kushushwa na Kuhifadhiwa Qur'an
- 5.1.6 Ithibati ya Qur'an
- 5.1.7 Sura na Aya za Qur'an Zilizoteuliwa
- 5.1.8 Sunnah na Hadithi

5.2 Mada za Fiqh

- 5.2.1 Nguzo za Uislamu
- 5.2.2 Mambo ya Faradhi Kufanyiwa Maiti ya Kiislamu
- 5.2.3 Ndoa ya Kiislamu
- 5.2.4 Talaka na Eda
- 5.2.5 Mirathi
- 5.2.6 Kudhibiti Uzazi
- 5.2.7 Hadhi ya Mwanamke katika Uislamu
- 5.2.8 Maadili ya Uislamu
- 5.2.9 Utamaduni wa Kiislamu
- 5.2.10 Mfumo wa Sheria, Siasa na Uchumi Katika Uislamu

5.3 Mada za Tarekh

- 5.3.1 Historia ya Uislamu kabla ya Mtume Muhammad (S.A.W) kwa Mujibu wa Qur'an
- 5.3.2 Historia ya Uislamu wakati wa Mtume (S.A.W)
- 5.3.3 Historia ya Uislamu wakati wa Makhalfi Wanne (4) Waongofu
- 5.3.4 Historia ya Uislamu baada ya Makhalfi Hadi Leo
- 5.3.5 Da'awah

5.4 Mada za Utaalamu (Pedagogia)

- 5.4.1 Mbinu za Kufundishia na Kujifunzia Elimu ya Dini ya Kiislamu
- 5.4.2 Vifaa vya Mtaala vya Elimu ya Dini ya Kiislamu
- 5.4.3 Maandalizi ya Kufundisha Elimu ya Dini ya Kiislamu
- 5.4.4 Zana za Kufundishia na Kujifunzia Elimu ya Dini ya Kiislamu
- 5.4.5 Tathmini na Upimaji wa Elimu ya Dini ya Kiislamu.

Jedwali la Utahini Somo la 715 Elimu ya Dini ya Kiislamu

S/N	Umahiri	Ujuzi utakaopimwa						Idadi ya Maswali Kwa kila Mada	Asilimia ya uzito kwa kila mada
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathimini	Kuunda		
1	Mtazamo wa Uislamu Juu ya Elimu na Dini							1	7.14
2	Qur'an (Kushushwa, Kuhifadhiwa, Ithibati na Sura Zilizoteuliwa)							1	7.14
3	Hadhi ya Mwanamke Katika Uislamu/Kudhibiti Uzazi							1	7.14
4	Maadili ya Uislamu/Utamaduni wa Kiislamu/Mfumo wa Sheria, Siasa na Uchumi Katika Uislamu							1	7.14
5	Historia ya Uislamu Wakati na Baada ya Makhalifa Wanne Waongofu Hadi Leo							1	7.14
6	Da'awah							1	7.14
7	Maandalizi ya Kufundisha Elimu ya Dini ya Kiislamu							1	7.14
8	Zana za Kufundishia na Kujifunzia Elimu ya Dini ya Kiislamu							1	7.14
9	Tathmini na Upimaji wa Elimu ya Dini ya Kiislamu							1	7.14
10	Historia ya Uislamu Kabla na Wakati wa Mtume (S.A.W)							1	7.14
11	Ndoa ya Kiislamu/Talaka na Eda/Mirathi							1	7.14
12	Imani ya Kiislamu/Hadhi ya Waumini katika Jamii							1	7.14
13	Mbinu za Kufundishia na Kujifunzia Elimu ya Dini ya Kiislamu							1	7.14
14	Vifaa vya Mtaala vya Elimu ya Dini ya Kiislamu							1	7.14
Jumla ya Maswali								14	
Asilimia ya Uzito kwa kila umahiri									100

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Syllabus for Fine Art and Craft Diploma in Secondary Education of 2006, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Fine Art and Craft will need to be done.

2.0 GENERAL OBJECTIVES

The Fine Art and Craft examination will assess the extent to which the candidate can:

- 2.1 recognize the artistic heritage of Tanzania and promote it because of its cultural importance;
- 2.2 apply artistic skills and aesthetic values in the refinement of society for better living standards;
- 2.3 pursue a professional art career;
- 2.4 apply theories, principles, skills and knowledge of Fine Art teaching methods;
- 2.5 use art forms as a means of communication in the society;
- 2.6 make a proper analysis and organization of the Fine Art and
- 2.7 master teaching and learning methods of the Fine Art subject.

3.0 GENERAL COMPETENCES

The examination will assess the candidate's ability to:

- 3.1 understand art as a meaning of expression and communication;
- 3.2 prepare perspective reports on works of art;
- 3.3 write appreciative reports on works of art;
- 3.4 apply the visual elements of art in works of art;
- 3.5 have a variety of methods of teaching Fine Art and Craft in secondary schools;
- 3.6 prepare and implement various teaching plans;
- 3.7 motivate learners to acquire and develop a positive attitude towards Fine Art and Craft;
- 3.8 improvise teaching and learning materials for Fine Art and Craft; and

3.9 assess and evaluate learners' progress in Fine Art and Craft

4.0 EXAMINATION RUBRIC

The Fine Art and Craft examination will consist of two papers: Paper 716/1 Fine Art and Craft 1 (Theory Paper) and 716/2 Fine Art and Craft 2 (Practical Paper).

4.1 716/1 Fine Art and Craft 1

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

4.2 716/2 Fine Art and Craft 2

The Fine Art and Craft Practical paper will be done in **five (5)** days. The question paper will show the duration needed to complete a given practical examination. The examination will consist of sections A, B, C, D, E and F. The paper carries **100** marks.

Sections A, B, C, D and E will consist of **two (2)** questions each, making a total of **10** questions. Candidates will be required to answer **one (1)** question from each section. Each question from each of the sections will carry **18** marks. The sections will weigh a total of **90** marks.

Section F will require candidates to display answers of the attempted questions in sections A, B, C, D and E. Each question from each of the sections will carry **two (2)** marks. Therefore, this section will weigh a total of **10** marks.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

5.1 716/1 Fine Art and Craft 1

- 5.1.1 Concept of Art
- 5.1.2 Sculpture
- 5.1.3 Drawing
- 5.1.4 Painting
- 5.1.5 Designing
- 5.1.6 Pottery and Ceramics
- 5.1.7 Print Making
- 5.1.8 Handcraft
- 5.1.9 Photography
- 5.1.10 Fine Art and Craft Teaching Methods
- 5.1.11 Analysis of Curriculum Materials
- 5.1.12 Subject Content from Secondary Schools
- 5.1.13 Preparing for Teaching
- 5.1.14 Assessment, Evaluation and Testing in Fine Art and Craft

5.2 716/2 Fine Art and Craft 2

- 5.2.1 Designing
- 5.2.2 Drawing
- 5.2.3 Printing
- 5.2.4 Sculpture and Ceramic
- 5.2.5 Painting

716 Fine Art and Craft's Table of Specification

S/N	Topic	Skills to be tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
1	Concept of Art/ Sculpture/Drawing							2	14.2
2	Painting/Designing							1	7.1
3	Pottery and Ceramics							1	7.1
4	Print Making							2	14.2
5	Handcraft							1	7.1
6	Photography							2	14.2
7	Fine Art and Craft Teaching Methods							1	7.1
8	Analysis of Curriculum Materials							1	7.1
9	Subject Contents from Secondary Schools							1	7.1
10	Preparing for Teaching							1	7.1
11	Assessment, Evaluation and Testing in Fine Art and Craft							1	7.1
Total Number of Questions								14	
Total Percentage Weight									100

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Music Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Music will need to be done.

2.0 GENERAL OBJECTIVES

The Music examination will assess the extent to which candidate can:

- 2.1 write and read music;
- 2.2 appreciate varieties of music cultures across the world;
- 2.3 understand basic theories and apply them in different musical situations;
- 2.4 perform a variety of musical tasks using knowledge and skills acquired;
- 2.5 apply theories, principles, skills and knowledge of Music teaching methods;
- 2.6 use different teaching and learning techniques, strategies and skills in teaching/learning music.

3.0 GENERAL COMPETENCES

The Music examination will test the candidate's ability to:

- 3.1 use various musical symbols for reading and writing music;
- 3.2 use different time and rhythm structures;
- 3.3 demonstrate different tonal structures;
- 3.4 understand and use various harmonic structures;
- 3.5 describe the nature and setting of music of various cultures in the world;
- 3.6 perform music on specified instruments;
- 3.7 read music at sight;
- 3.8 plan music lessons that actively involve learners throughout the teaching and learning process;
- 3.9 apply interactive and participatory teaching methods and strategies in teaching different topics on music;
- 3.10 apply, analyze, synthesize and evaluate theories, principles, knowledge and skills of music in the teaching and learning process;

- 3.11 apply, analyze, synthesize and evaluate theories, principles, knowledge and skills of music in the teaching and learning process; and
- 3.12 apply knowledge gained in music to solve historical and educational problems in Tanzania.

4.0 EXAMINATION RUBRIC

The Music examination will consist of **two** papers; Paper 717/1 Music 1 (Theory Paper) and 717/2 Music 2 (Practical Paper).

4.1 717/1 Music 1

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

4.2 717/2 Music 2

This paper will last **1:40** hours. It will consist of sections **A** and **B**.

Section A will consist of **seven (7)** recorded aural tests. Candidates will be required to complete the entire task in **one (1)** hour. Each aural test will carry **eight (8)** marks. The total marks in this section will be **56**.

Section B will consist of **two (2)** prepared and **one (1)** unprepared performance tasks on the recorder, piano and voice. The candidates will be required to perform instruments and voice individually within **40** minutes. Each prepared performance will carry **14** marks and unprepared performance will carry **16** marks. The total marks in this section will be **44**.

5.0 EXAMINATION CONTENTS

5.1 717/1 Music 1

In setting the examination, questions will be drawn from the following topics:

- 5.1.1 Philosophy of Music
- 5.1.2 Basic Theory of music
- 5.1.3 Harmony
- 5.1.4 African Music
- 5.1.5 History of Western Music
- 5.1.6 Musical Form and Composition
- 5.1.7 Music Scoring and Arranging
- 5.1.8 Teaching Methods, Strategies and Techniques
- 5.1.9 Analysis of the Subject Curriculum Materials
- 5.1.10 Subject Content and Analysis of the CSE Music Syllabus
- 5.1.11 Preparation for Teaching
- 5.1.12 Teaching and Learning Materials
- 5.1.13 Assessment, Evaluation and Testing Music
- 5.1.14 Music Research Methodology
- 5.1.15 Music Management, Marketing, Entrepreneurship and Copyright.

5.2 717/2 Music 2

In setting the examination, questions will be drawn from the following topics:

- 5.2.1 Time and Rhythm
- 5.2.2 Fixed and Relative Pitch
- 5.2.3 Harmony
- 5.2.4 Rhythmic Dictation
- 5.2.5 Melodic Dictation
- 5.2.6 Performance of Prepared Pieces on the Piano
- 5.2.7 Sight-reading

717 Music's Table of Specification

S/N	Topic	Skills to be tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Philosophy of Music/Basic Theory of Music/Harmony							1	7.1
2	African Music/ History of Western Music							1	7.1
3	Musical Form and Composition							1	7.1
4	Music Scoring and Arranging							2	14.2
5	Teaching Methods, Strategies and Techniques							1	7.1
6	Analysis of the Subject Curriculum Materials							2	14.2
7	Subject Content and Analysis of The CSE Music Syllabus							1	7.1
8	Teaching and Learning Materials							1	7.1
9	Preparation for Teaching							1	7.1
10	Assessment, Evaluation and Testing Music							1	7.1
11	Music Research Methodology							1	7.1
12	Music Management and Marketing							1	7.1
Total Number of Questions								14	
Total Percentage Weight									100

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Theatre Arts Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Theatre Arts will need to be done.

2.0 GENERAL OBJECTIVES

The Theatre Arts Examination intends to test the extent to which the candidate can:

- 2.1 understand various concepts and terms in theatre arts;
- 2.2 perform various theatrical forms;
- 2.3 describe theatrical materials, forms and techniques;
- 2.4 acquire skills in the practical areas of theatre;
- 2.5 understand the teaching methods, strategies, techniques, theories and principles applicable to the subject of Theatre Arts;
- 2.6 apply the methods, strategies, techniques, theories and principles in teaching and solving problems; and
- 2.7 understand different skills involved in teaching Theatre Arts.

3.0 GENERAL COMPETENCES

The examination will assess the candidate's ability and skills to:

- 3.1 understand properly the concepts in theatre arts;
- 3.2 analyze theatrical forms and techniques;
- 3.3 direct theatrical performances;
- 3.4 organize and carry out theatrical productions;
- 3.5 apply interactive teaching methods and strategies in the teaching of different topics in Theatre Arts;
- 3.6 plan Theatre Arts lessons effectively;
- 3.7 design, develop and use Theatre Arts teaching/learning materials in collaboration with the learners;
- 3.8 evaluate different Theatre Arts lessons in the classroom/studio; and
- 3.9 use different skills in Theatre Arts lessons.

4.0 EXAMINATION RUBRIC

The Theatre Arts examination will consist of **two** papers; Paper 719/1 Theatre Arts 1 (Theory Paper) and 719/2 Theatre Arts 2 (Practical Paper).

4.1 719/1 THEATRE ARTS 1

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

4.2 719/2 THEATRE ARTS 2

This paper will last **1:10** hours. Candidates will be required to produce a **40 minutes** written stage play and a **30 minutes** group production in candidates' area of interest or specialization chosen from:

- 4.2.1 Play Production
- 4.2.2 Video Production
- 4.2.3 Dance Production
- 4.2.4 Children Theatre Production

Each production will carry **fifty (50)** marks. The assessment of group works will base on individual competence and the marks will be distributed as per assessment sheet. Candidates shall decide their topics 60 days prior to examination date. The practical examination will be examined at the presence of an external examiner.

5.0 EXAMINATION CONTENTS

5.1 719/1 THEATRE ARTS 1

In setting the examination, the following topics will be assessed:

- 5.1.1 Introduction to the Arts of Theatre
- 5.1.2 History and Theory of Theatrical Forms
- 5.1.3 Acting
- 5.1.4 Stagecraft and Design
- 5.1.5 Traditional African Theatre
- 5.1.6 Theatre for Children and Youth
- 5.1.7 Introduction to Radio, Film and Television
- 5.1.8 Writing for the Theatre
- 5.1.9 Directing
- 5.1.10 Dramaturgy and Theatre Criticism
- 5.1.11 Dance and Choreography
- 5.1.12 Contemporary Theatre
- 5.1.13 Teaching Methods and Strategies
- 5.1.14 Analysis of Curriculum Materials
- 5.1.15 Preparation for Teaching
- 5.1.16 Teaching the contents
- 5.1.17 Preparation of Teaching Aids
- 5.1.18 Assessment and Evaluation in Theatre Arts.

5.2 719/2 THEATRE ARTS 2: PRACTICAL

The practical paper questions will be set from the following topics:

- 5.2.1 Play Production
- 5.2.2 Video Production
- 5.2.3 Dance Production
- 5.2.4 Children Theatre Production

719 Theatre Art's Table of Specification

S/N	Topic	Skills to be tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Introduction to the Arts of Theatre/ Introduction to Radio, Film and Television							1	7.1
2	History and Theory of Theatrical Forms							1	7.1
3	Acting/Directing							1	7.1
4	Stagecraft and Design							1	7.1
5	Traditional African Theatre							1	7.1
6	Theatre for Children and Youth							1	7.1
7	Writing for the Theatre							1	7.1
8	Dramaturgy and Theatre Criticism							1	7.1
9	Teaching Methods and Strategies							1	7.1
10	Analysis of Curriculum Material							1	7.1
11	Preparation for Teaching/ Teaching the contents							1	7.1
12	Preparation of Teaching Aids							1	7.1
13	Assessment and Evaluation in Theatre Arts							1	7.1
14	Contemporary Theatre							1	7.1
Total Number of Questions								14	
Total Percentage Weight									100

1.0 UTANGULIZI

Fomati hii ya mtihani imetokana na marekebisho yaliyofanywa katika fomati ya mwaka 2017 iliyotolewa na Baraza la Mitihani la Tanzania. Fomati hii inazingatia muhtasari wa somo la Kiswahili kwa Stashahada ya Ualimu wa Sekondari wa mwaka 2009. Maboresho yaliyofanyika yamelenga kupima umahiri katika viwango vya juu vya kufikiri japo hakuna mabadiliko katika mada zitakazopimwa. Aidha, fomati hii inatoa mwongozo wa jumla kuhusu namna utahini wa somo la Kiswahili utakavyofanyika.

2.0 MALENGO YA JUMLA

Mtihani wa somo la Kiswahili utapima ni kwa kiwango gani mtahiniwa anaweza:

- 2.1 kutumia misamiati na miundo ya Kiswahili kwa usahihi katika maandishi na mazungumzo;
- 2.2 kutumia lafudhi ya Kiswahili kwa usahihi;
- 2.3 kubaini, kukusanya na kuhifadhi kazi za fasihi simulizi na andishi;
- 2.4 kutumia mbinu za kifasihi katika maandishi na mazungumzo;
- 2.5 kuhakiki kazi mbalimbali za fasihi ya Kiswahili;
- 2.6 kueleza kukua na kuenea kwa lugha ya Kiswahili katika enzi mbalimbali za kihistoria;
- 2.7 kutumia njia na mbinu mbalimbali za kufundishia na kujifunzia mada za muhtasari wa Kiswahili katika shule za sekondari Kidato cha I– IV;
- 2.8 kutengeneza, kufaragua na kutumia zana za aina mbalimbali za kufundishia na kujifunzia;
- 2.9 kutambua matatizo mbalimbali ya wanafunzi katika kujifunza lugha ya Kiswahili;
- 2.10 kutumia matini zenye maudhui mbalimbali yakiwemo ya masuala mtambuko katika kufundisha mada mbalimbali za Kiswahili.

3.0 UMAHIRI WA JUMLA

Utahini katika somo la Kiswahili utazingatia upimaji wa ujuzi na utendaji wa mtahiniwa katika:

- 3.1 kuandika na kuzungumza Kiswahili kwa usahihi;
- 3.2 kubaini, kukusanya na kuhifadhi kazi za fasihi;
- 3.3 kuhakiki kazi za fasihi simulizi na andishi kwa kuzingatia vigezo vya uhakiki;

- 3.4 kutunga kazi za fasihi simulizi na andishi;
- 3.5 kubaini hatua mbalimbali za ukuaji na ueneaji wa Kiswahili nchini Tanzania na duniani kwa ujumla;
- 3.6 kutumia njia na mbinu anuai za kufundishia na kujifunzia Kiswahili zenye kuzingatia masuala mtambuko;
- 3.7 kufundisha mada za muhtasari wa Kiswahili katika shule za sekondari Kidato I – IV;
- 3.8 kutengeneza, kufaragua na kutumia zana za kufundishia na kujifunzia Kiswahili;
- 3.9 kutambua na kutatua matatizo mbalimbali ya wanafunzi katika kujifunza lugha ya Kiswahili;
- 3.10 kuwasiliana kwa kutumia lugha ya ishara na alama (kwa viziwi); na
- 3.11 kusoma na kuandika lugha ya Kiswahili kwa kutumia herufi za Breili (kwa wasioona).

4.0 MUUNDO WA MTIHANI

Mtihani wa somo la Kiswahili utafanywa kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi **moja (1)** yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

Sehemu A itakuwa na maswali **kumi (10)** ya majibu mafupi ambapo maswali **saba (7)** yataapima taaluma na **matatu (3)** yataapima utaalamu. Mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

Sehemu B itakuwa na maswali **manne (4)** ya insha ambapo maswali **mawili (2)** yataapima taaluma na **mawili (2)** yataapima utaalamu. Mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

5.0 MADA ZITAKAZOTAHINIWA

Utahini utaandaliwa kutoka mada zifuatazo:

- 5.1 Utumizi wa Msamiati na Miundo ya Kiswahili
- 5.2 Matamshi na Lafudhi ya Kiswahili
- 5.3 Fasihi
- 5.4 Uhakiki wa Kazi za fasihi
- 5.5 Maendeleo ya Kiswahili
- 5.6 Ufahamu

- 5.7 Uandishi
- 5.8 Mbinu za Kufundishia na Kujifunzia
- 5.9 Vifaa vya Mtaala wa Somo la Kiswahili
- 5.10 Zana za kufundishia na kujifunzia
- 5.11 Maandalizi ya Kufundisha somo la Kiswahili
- 5.12 Upimaji

Jedwali la Utahini Somo la 721 Kiswahili

Na	Mada	Ujuzi Utakaopimwa						Idadi ya Maswali kwa kila Mada	Asilimia ya Uzito kwa kila Mada
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1	Utumizi wa Msamiati na Miundo ya Kiswahili							2	15
2	Fasihi							1	7
3	Uhakiki wa Kazi za Fasihi							1	7
4	Maendeleo ya Kiswahili							1	7
5	Ufahamu							1	7
6	Uandishi							1	7
7	Mbinu za Kufundishia na Kujifunzia							1	7
8	Vifaa vya Mtaala wa Somo la Kiswahili/Matamshi na Lafudhi							1	7
9	Zana za Kufundishia na Kujifunzia							2	15
10	Maandalizi ya Kufundisha Somo la Kiswahili							1	7
11	Upimaji							2	15
Idadi ya Maswali								14	
Asilimia ya Uzito wa Maswali									100

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on English Language Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in English Language will need to be done.

2.0 GENERAL OBJECTIVES

The English Language examination will generally assess to which extent the candidate can:

- 2.1 acquire and apply the English sound system;
- 2.2 acquire and apply the English syntactic system;
- 2.3 acquire and apply the English morphological system;
- 2.4 acquire and apply the English Lexical and Semantic system;
- 2.5 acquire and apply intermediate and advanced writing, listening skills, reading skills;
- 2.6 make a stylistic analysis of the English Language;
- 2.7 make a literary analysis of different works of art;
- 2.8 analyse and describe theories and principles of teaching/learning a foreign/second language;
- 2.9 analyse and interpret the 'O' Level English Language Syllabus;
- 2.10 plan and teach oral skills;
- 2.11 plan and teach reading and writing skills;
- 2.12 plan and teach language form, function and meaning;
- 2.13 plan and design appropriate teaching and learning materials;
- 2.14 assess learners' progress in language learning;
- 2.15 teach English to secondary school learners by using the 'O' Level English Syllabus;
- 2.16 integrate cross-cutting issues in teaching and materials of English Language;
- 2.17 use a variety of ways and techniques in correcting learners' work;
- 2.18 apply different techniques of teaching and learning vocabulary.

3.0 GENERAL COMPETENCES

The English Language will assess the candidate's ability to:

- 3.1 demonstrate a good command of the use of the English language;
- 3.2 analyse literary work;
- 3.3 demonstrate professionalism and commitment to the teaching of the English Language;
- 3.4 select and organise English Language teaching and learning materials and resources;
- 3.5 implement the O-Level English Language Syllabus effectively for learners, including learners with special needs (Braille and Sign Language);
- 3.6 make and use appropriate instructional media and technologies in teaching and learning English;
- 3.7 communicate effectively in English;
- 3.8 counsel and guide learners for their personal development, adjustment and learning the English Language;
- 3.9 plan and organize learner's language activities;
- 3.10 guide learners to develop an interest in learning English Language and create a reading habit;
- 3.11 establish a good relationship with the community to facilitate the teaching and learning of the English Language; and
- 3.12 guide learners to acquire and use the English Language for entrepreneurial purposes.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics

- 5.1 English Sound System
- 5.2 Sentence Types and Punctuation
- 5.3 Word Forms and Meanings
- 5.4 Conversation, Discussion and Oral Presentation
- 5.5 Comprehension of Information Text
- 5.6 Literary Analysis
- 5.7 Writing in Various Forms
- 5.8 Theories of Language Teaching and Learning
- 5.9 Teaching Methods
- 5.10 Preparation for Teaching
- 5.11 Structure
- 5.12 Teaching Aural Skills
- 5.13 Teaching Reading
- 5.14 Teaching Writing
- 5.15 Teaching Literature
- 5.16 Assessment

722 English Language's Table of Specification

S/N	Topic	Skills to be Tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	English Sound System/Literary Analysis							1	7.14
2	Sentence Types and Punctuation/Conversation, Discussion and Oral Presentation							1	7.14
3	Word Forms and Meanings							2	14.29
4	Comprehension of Information Text							1	7.14
5	Writing in Various Forms							1	7.14
6	Theories of Language Teaching and Learning							1	7.14
7	Teaching Methods/Structure							1	7.14
8	Preparation for Teaching							2	14.29
9	Teaching Aural Skills							1	7.14
10	Teaching Reading/Writing							1	7.14
11	Literature							1	7.14
12	Assessment							1	7.14
Total Number of Questions								14	
Total Percentage Weight									100

723 FRENCH LANGUAGE

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on French Language Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in French Language will need to be done.

2.0 GENERAL OBJECTIVES

French Language examination will assess the extent to which the candidate can:

- 2.1 demonstrate French Linguistic competencies;
- 2.2 analyse African literature in French;
- 2.3 prepare and conduct lessons;
- 2.4 use different teaching methods and evaluate them; and
- 2.5 evaluate both his/her students and his/her teaching.

3.0 GENERAL COMPETENCES

French Language examination will assess the candidate's ability to:

- 3.1 pronounce French sounds properly;
- 3.2 communicate effectively in the French language;
- 3.3 express themselves fluently in the French language;
- 3.4 use and evaluate different teaching methods;
- 3.5 analyse the syllabus and other curriculum materials;
- 3.6 prepare teaching documents such as lesson plan and scheme of work;
- 3.7 prepare and use teaching materials appropriately; and
- 3.8 prepare and conduct a lesson.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this

section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 Pronunciation
- 5.2 Vowel and Consonants
- 5.3 Phonetic Transcription
- 5.4 Dictionary Usage
- 5.5 Oral Comprehension
- 5.6 Written Comprehension
- 5.7 Oral Expression
- 5.8 Written Expression
- 5.9 The Study of Literary Works
- 5.10 Usage
- 5.11 Methods for Teaching French
- 5.12 Analysis of Curriculum Documents
- 5.13 Preparation for Teaching
- 5.14 Evaluation

723 French Language's Table of Specification

S/N	Topic	Skills to be tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
1	French Methodology/Phonetic Transcription/Dictionary Usage							1	7.5
2	Pronunciation/Vowels and Consonants							1	7.3
3	Methods of Teaching the French Language							1	7.1
4	Analysis of Curriculum Documents							2	14.2
5	Preparation for Teaching							1	7.1
6	Evaluation							2	14.2
7	Oral Comprehension							1	7.1
8	Written Comprehension							1	7.1
9	Oral Expression							1	7.1
10	Written Expression							1	7.1
11	Usage							1	7.1
12	The Study of Literary Work							1	7.1
Total Number of Questions								14	
Total Percentage Weight									100

724 COMMUNICATION SKILLS

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Communication Skills Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Communication Skills will need to be done.

2.0 GENERAL OBJECTIVES

The Communication Skills examination will test the extent to which the candidate can:

- 2.1 develop skills in oral presentations, discussions, reading academic texts, taking notes, writing essays, letters, curriculum vitae, minutes, memos and reports;
- 2.2 develop questioning skills when gathering or clarifying information;
- 2.3 use appropriate language register to seek or clarify information;
- 2.4 develop skills for interpreting texts, answering oral and written questions, tests and examinations;
- 2.5 use library, internet, media and other sources of information.

3.0 GENERAL COMPETENCES

Communication Skills examination will assess the candidate's ability to:

- 3.1 make effective communication;
- 3.2 gather information from different sources;
- 3.3 make an effective oral presentation;
- 3.4 use different styles of reading to get information and knowledge;
- 3.5 interpret and answer tests and examination questions appropriately;
- 3.6 take notes when listening to an oral presentation and make notes from written texts;
- 3.7 write good essays, letters, curriculum vitae, minutes, memos and reports;
- 3.8 use appropriate language structure; and
- 3.9 use appropriate language register.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The

paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay questions. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 Introduction to the theory of communication
- 5.2 Reference skills
- 5.3 Oral presentation
- 5.4 Reading
- 5.5 Writing
- 5.6 Vocabulary
- 5.7 Structure

724 Communication Skills' Table of Specification

S/N	Topic	Skills to be tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Introduction to the Theory of Communication							1	7.14
2	Reference Skills							2	14.29
3	Oral Presentation							1	7.14
4	Reading							3	21.42
5	Writing							4	28.56
6	Vocabulary							1	7.14
7	Structure							2	14.29
Total Number of Questions								14	
Total Percentage Weight									100

725 LUGHA YA KIARABU

1.0 UTANGULIZI

Fomati hii ya mtihani imetokana na marekebisho yaliyofanywa katika fomati ya mwaka 2017 iliyotolewa na Baraza la Mitihani la Tanzania. Fomati hii inazingatia muhtasari wa somo la Lugha ya Kiarabu wa mwaka 2009 kwa Stashahada ya Ualimu wa Sekondari. Maboresho yaliyofanyika yamelenga upimaji wa umahiri wa viwango vya juu vya kufikiri na hakuna mabadiliko katika mada zitakazopimwa. Aidha, fomati inatoa mwongozo wa jumla wa namna utahini wa somo la Lugha ya Kiarabu utakavyofanyika.

2.0 MALENGO YA JUMLA

Mtihani wa somo la Lugha ya Kiarabu utapima ni kwa kiwango gani mtahiniwa anaweza:

- 2.1 kutumia njia na mbinu bora za kufundishia na kujifunzia lugha ya Kiarabu;
- 2.2 kufanya maandalizi ya ufundishaji na ujifunzaji wa somo la lugha ya Kiarabu;
- 2.3 kutumia mbinu tofauti katika ufundishaji na utatuaji wa matatizo mbalimbali ya kielimu;
- 2.4 kuwawezesha wanafunzi kujua kusoma, kuandika na kuelewa lugha ya Kiarabu ili kuweza kuchambua mada mbalimbali kutoka katika vitabu vya Kiarabu na kujibu maswali watakayoulizwa; na
- 2.5 kutumia lugha ya Kiarabu kama lugha mojawapo ya mawasiliano kielimu na kijamii.

3.0 UMAHIRI WA JUMLA

Utahini katika somo la lugha ya Kiarabu utazingatia upimaji wa ujuzi na utendaji wa mtahiniwa katika:

- 3.1 kutaja na kueleza dhana halisi za njia na mbinu za kujifunzia na kufundishia lugha ya Kiarabu;
- 3.2 kuainisha njia na mbinu za kufundishia;
- 3.3 kubainisha, kuchagua na kutumia mbinu shirikishi katika kutatua matatizo ya tendo la kufundisha na kujifunza;
- 3.4 kupima na kutathmini kazi zao na kazi za wanafunzi;
- 3.5 kubuni mbinu na njia za kufundishia kulingana na mazingira ya mada husika;
- 3.6 kubuni na kutengeneza zana na kuzitumia katika ufundishaji na kujifunzia;

- 3.7 kutaja na kueleza nahau mbalimbali za lugha ya Kiarabu;
- 3.8 kueleza masuala ya ufundishaji wa swarfu;
- 3.9 kuchambua na kuzielewa mada za balagha na adabu;
- 3.10 kusoma na kuandika kwa ufasaha lugha ya Kiarabu; na
- 3.11 kutumia lugha ya Kiarabu katika mawasiliano na kusoma makala mbalimbali.

4.0 MUUNDO WA MTIHANI

Mtihani wa somo la lugha ya Kiarabu utafanywa kwa muda wa saa **tatu (3)**. Mtihani utakuwa na karatasi **moja (1)** yenye sehemu A na B zenye jumla ya maswali **14**. Mtahiniwa atatakiwa kujibu maswali **yote** yenye jumla ya alama **100**.

Sehemu A itakuwa na maswali **kumi (10)** ya majibu mafupi, ambapo maswali **saba (7)** yatapima taaluma na **matatu (3)** yatapima utaalamu. Mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **nne (4)**. Hivyo, sehemu hii itakuwa na jumla ya alama **40**.

Sehemu B itakuwa na maswali **manne (4)** ya insha, ambapo maswali **mawili (2)** yatapima taaluma na **mawili (2)** yatapima utaalamu. Mtahiniwa atatakiwa kujibu maswali **yote**. Kila swali litakuwa na jumla ya alama **15**. Hivyo, sehemu hii itakuwa na jumla ya alama **60**.

5.0 MAUDHUI YA MTIHANI

Mtihani wa Lugha ya Kiarabu utapima mada zifuatazo:

- 5.1 Nahau
- 5.2 Swarfu
- 5.3 Balagha
- 5.4 Adabu
- 5.5 Uandishi wa Barua na Insha
- 5.6 Njia na Mbinu za Kufundishia na Kujifunzia
- 5.7 Uchambuzi wa Vifaa vya Mtaala
- 5.8 Maandalizi ya Kufundishia
- 5.9 Zana za Kufundishia Lugha ya Kiarabu
- 5.10 Tathmini

Jedwali la Utahini Somo la 725 Lugha ya Kiarabu

S/N	Mada	Ujuzi Utakaopimwa						Idadi ya Maswali	Asilimia ya Maswali Kwa kila Mada
		Kukumbuka	Kuelewa	Kutumia	Kuchambua	Kutathmini	Kuunda		
1	Nahau							2	14.29
2	Swarfu							1	7.14
3	Balagha							1	7.14
4	Adabu							1	7.14
5	Uandishi wa Barua na Insha							1	7.14
6	Njia na Mbinu za Kufundishia na Kujifunzia							2	14.29
7	Uchambuzi wa Vifaa vya Mtaala							1	7.14
8	Maandalizi ya Kufundishia							1	7.14
9	Zana za Kufundishia Lugha ya Kiarabu							2	14.29
10	Tathmini							2	14.29
Jumla ya Maswali								14	
Jumla ya Asilimia ya Maswali									100

731 PHYSICS

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Physics Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Physics will need to be done.

2.0 GENERAL OBJECTIVES

The Physics examination will assess the extent to which the candidate can:

- 2.1 acquire knowledge of Physics concepts, principles, laws and theories;
- 2.2 use scientific and practical skills in conducting Physics experiments;
- 2.3 understand cross-cutting issues and how to integrate them in Physics subject course;
- 2.4 develop manipulative skills in constructing various technical appliances;
- 2.5 acquire the appropriate skills in Science and Technology;
- 2.6 acquire various methods, techniques and strategies used in teaching Physics;
- 2.7 acquire skills for conducting Physics experiments;
- 2.8 develop skills for improvising teaching and learning materials for Physics;
- 2.9 analyse and interpret ordinary level Physics syllabus;
- 2.10 acquire authentic assessment procedures in teaching and learning Physics;
- 2.11 apply action research in Physics classroom situations.

3.0 GENERAL COMPETENCES

The Physics examination will test the candidate's ability to:

- 3.1 apply knowledge of Physics concepts, principles, laws and theories in daily life;
- 3.2 apply scientific and practical skills in conducting Physics experiments;
- 3.3 use manipulative skills in constructing technological appliances;
- 3.4 utilize scientific skills and technology in everyday life;
- 3.5 apply participatory approaches in teaching and learning Physics;
- 3.6 involve and encourage both genders to acquire positive attitudes towards studying Physics;
- 3.7 improvise Physics teaching and learning resources;
- 3.8 apply authentic assessment tools and procedures in teaching and learning

Physics;

- 3.9 use Ordinary Level Physics Syllabus in the teaching and learning process;
- 3.10 apply Physics knowledge and skills in dealing with cross-cutting issues.

4.0 EXAMINATION RUBRIC

There will be **two (2)** examination papers. Paper 731/1 Physics 1 will be a theory paper, and 731/2 Physics 2 will be a practical paper.

4.1 731/1 Physics 1

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

4.2 731/2 Physics 2

This will be an actual practical paper. Three equivalent alternative papers will be set. Each alternative paper will last **three (3)** hours. Candidates will be required to sit for one of the alternative papers. The paper will consist of **three (3)** questions. Candidates will be required to answer **all** questions. Question **1** will carry **20** marks, while questions **2** and **3** will carry **15** marks each. Hence, the total marks in each alternative paper will be **50**.

Note

- (i) The alternative papers will vary by college, depending on the number of candidates. Alternative A is intended for colleges with up to **100** candidates, alternative A and B is intended for colleges with less than **200 candidates**, whereas alternative A, B and C is intended for colleges with more than **200** candidates.

- (ii) The checklist of materials and equipment required for the examinations will be sent to colleges not less than three months before the examination date. The **Three Hours Advanced Instructions** for the laboratory organization will be dispatched **3 hours** before the commencement of the examination.
- (iii) Candidates will be allowed to use non-programmable calculators, mathematical tables, and formulae in both theory and practical paper

5.0 EXAMINATION CONTENTS

5.1 731/1 Physics 1

In setting the examination, questions will be drawn from the following topics:

- 5.1 Measurement
- 5.2 Mechanics
- 5.3 Properties of Matter
- 5.4 Waves
- 5.5 Heat
- 5.6 Current Electricity
- 5.7 Atomic Physics
- 5.8 Electronics
- 5.9 Geophysics
- 5.10 Fundamental of Teaching and Learning Physics
- 5.11 Analysis of O-Level Physics Curriculum Materials
- 5.12 Physics Laboratory Management
- 5.13 Planning for Teaching
- 5.14 Teaching
- 5.15 Assessment in Physics.

5.2 731/2 Physics 2

In setting the examination, questions will be drawn from the following topics:

- 5.2.1 Mechanics
- 5.2.2 Heat
- 5.2.3 Current Electricity

731/1 Physics 1's Table of Specification

S/N	Topic	Skills to be tested						Number of Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Measurements							1	7.14
2	Mechanics							2	14.29
3	Properties of Matter/Waves							1	7.14
4	Heat							1	7.14
5	Current Electricity							1	7.14
6	Atomic Physics/Geophysics							1	7.14
7	Electronics/Fundamentals of Teaching and Learning Physics							1	7.14
8	Analysis of O-Level Physics Curriculum Materials							1	7.14
9	Physics Laboratory Management							1	7.14
10	Planning for Teaching							2	14.29
11	Teaching							1	7.14
12	Assessment in Physics							1	7.14
Total Number of Questions								14	
Total Percentage Weight									100

731/2 Physics 2's Table of Specification

S/N	Topic	Skills to be tested						Number of Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Mechanics							1	33.3
2	Heat							1	33.3
3	Current Electricity							1	33.3
Total Number of Questions								3	
Total Percentage Weight									100

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Chemistry Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Chemistry will need to be done.

2.0 GENERAL OBJECTIVES

The Chemistry Examination will assess the extent to which the candidate can:

- 2.1 understand the fundamental concepts, principles, skills and attitudes of Chemistry;
- 2.2 apply Chemistry knowledge and skills in solving Chemistry-related daily life problems;
- 2.3 apply scientific processes and procedures to acquire knowledge, skills and attitudes in Chemistry;
- 2.4 use Chemistry knowledge and procedures to offer different solutions to the contemporary cross-cutting issues affecting the society;
- 2.5 manage Chemistry laboratory;
- 2.6 prepare effective assessment instruments for Chemistry subject at O-level secondary education.

3.0 GENERAL COMPETENCES

The Chemistry examination will test the candidate's ability to:

- 3.1 solve daily life problems using knowledge and skills gained from Chemistry subject;
- 3.2 design and carry-out basic Chemistry experiments to verify theories and/or other scientific phenomena;
- 3.3 apply participatory teaching and learning techniques in promoting active learning;
- 3.4 communicate effectively in the language and symbols of Chemistry;
- 3.5 use and manage Chemistry laboratory;
- 3.6 use media and technology in the teaching and learning process; and
- 3.7 assess learners' achievement objectively.

4.0 EXAMINATION RUBRIC

There will be **two (2)** examination papers. Paper 732/1 Chemistry 1 will be a theory paper, and 732/2 Chemistry 2 will be a practical paper.

4.2 732/1 Chemistry 1

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

4.3 732/2 Chemistry 2

This will be an actual practical paper. Three equivalent alternative papers will be set. Each alternative paper will last **three (3)** hours. Candidates will be required to sit for one of the alternative papers. The paper will consist of **three (3)** questions. Candidates will be required to answer **all** questions. Question **1** will carry **20** marks, while questions **2** and **3** will carry **15** marks each. Hence, the total marks in each alternative paper will be **50**.

Note

- (i) The alternative papers will vary by college, depending on the number of candidates. Alternative A is intended for colleges with up to **100** candidates, alternative A and B is intended for colleges with less than **200 candidates**, whereas alternative A, B and C is intended for colleges with more than **200** candidates.
- (ii) The checklist of materials and equipment required for the examinations will be sent to colleges not less than three months before

the examination date. The **Three Hours Advanced Instructions** will be dispatched to the colleges in advance but will be opened only 3 hours before the commencement of the examination on the laboratory organization.

- (iii) Candidates will be allowed to use non-programmable calculators, mathematical tables and formulae in both theory and practical paper

5.0 EXAMINATION CONTENTS

5.1 0732/1 Chemistry 1

In setting the examination, questions will be drawn from the following topics:

- 5.1.1 General Chemistry
- 5.1.2 Chemical Kinetics, Energetic and Equilibrium
- 5.1.3 Volumetric Analysis
- 5.1.4 Electrochemistry
- 5.1.5 Transitional Metals
- 5.1.6 Organic Chemistry
- 5.1.7 Environmental Chemistry
- 5.1.8 Fundamental of Teaching Chemistry
- 5.1.9 Laboratory Management
- 5.1.10 Analysis of O-Level Chemistry Curriculum Materials
- 5.1.11 Planning and Preparation for Teaching
- 5.1.12 Teaching the Selected Topics
- 5.1.13 Assessment in Chemistry.

5.2 732/2 Chemistry 2

In this examination paper, questions will be drawn from the following topics:

- 5.2.1 Chemical Kinetics, Energetic and Equilibrium
- 5.2.2 Volumetric Analysis
- 5.2.3 Qualitative Analysis

732/1 Chemistry 1's Table of Specification

S/n	Topic	Skills to be Tested						Number of Questions per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
1	General Chemistry							1	7
2	Chemical Kinetics, Energetic and Equilibrium							2	15
3	Volumetric Analysis							1	7
4	Electrochemistry							1	7
5	Transition Metal Element							1	7
6	Organic Chemistry							2	15
7	Environmental Chemistry							1	7
8	Fundamentals of Teaching and Learning Chemistry							1	7
9	Laboratory Management							1	7
10	Analysis of O-Level Chemistry Curriculum Material/Teaching the Selected Topics							1	7
11	Planning and Preparation for Teaching							1	7
12	Assessment in Chemistry							1	7
Total Number of Questions								14	
Total Percentage Weight									100

732/2 Chemistry 2's Table of Specification

S/N	Topic	Skills to be Tested						Number of Questions per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
1	Chemical Kinetics and Equilibrium							1	33.3
2	Volumetric Analysis							1	33.3
3	Qualitative Analysis							1	33.3
Total Number of Questions								3	
Total Percentage Weight									100

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Biology Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Biology will need to be done.

2.0 GENERAL OBJECTIVES

The Biology examination will assess the extent to which the candidate can:

- 2.1 promote biological knowledge, principles and skills;
- 2.2 apply taxonomic principles in classifying and identifying organisms;
- 2.3 develop positive attitudes towards the proper use of natural resources for sustainable development;
- 2.4 apply various learner-centred approaches and techniques in teaching and learning Biology;
- 2.5 manage and maintain the Biology laboratory and equipment;
- 2.6 analyse and interpret the Biology curriculum materials for form I- IV;
- 2.7 improvise various biological teaching and learning materials.

3.0 GENERAL COMPETENCES

The Biology examination will test the candidate's ability to:

- 3.1 solve daily problems using Biology knowledge, principles and skills;
- 3.2 perform various basic biological experiments;
- 3.3 demonstrate positive attitudes towards Biology-related cross-cutting issues;
- 3.4 conduct an independent study and research in Biology;
- 3.5 use relevant educational media and information technology in teaching and learning Biology;
- 3.6 apply learner-centred approaches, strategies and techniques in teaching and learning Biology;
- 3.7 analyse and interpret curriculum materials for form I – IV;
- 3.8 prepare and use scheme of work, lesson plan and subject logbook effectively;

- 3.9 use valid and reliable assessment instruments for effective performance in Biology;
- 3.10 prepare teaching/learning aids using locally available materials;
- 3.11 apply appropriate laboratory skills in maintaining a Biology laboratory and reflecting upon his/her own learning progress.

4.0 EXAMINATION RUBRIC

There will be **two (2)** examination papers. Paper 733/1 Biology 1 will be a theory paper and 732/2 Biology 2 will be a practical paper.

4.1 733/1 Biology 1

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

4.2 733/2 Biology 2

This will be actual practical paper. Three equivalent alternative papers will be set. Each alternative paper will last **three (3)** hours. Candidates will be required to sit for one of the alternative papers. The paper will consist of **three (3)** questions. Candidates will be required to answer **all** questions. Question **1** will carry **20** marks, while questions **2** and **3** will carry **15** marks each. Hence, the total marks in each alternative paper will be **50**.

Note

- (i) The alternative papers will vary by college, depending on the number of candidates. Alternative A is intended for colleges with up to **100**

candidates, alternative A and B is intended for colleges with less than **200 candidates**. In contrast, alternative A, B and C is intended for colleges with more than **200** candidates.

- (ii) The checklist of materials and equipment required for the examinations will be sent to colleges not less than three months before the examination date. The **Three Hours Advanced Instructions** will be dispatched 3 hours before the commencement of the examination on the laboratory organization.
- (iii) Candidates will be allowed to use non-programmable calculators, mathematical tables and formulae in both theory and practical papers.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

5.1 733/1 Biology 1

- 5.1.1 Biochemistry
- 5.1.2 Classification of Living Things
- 5.1.3 Respiration
- 5.1.4 Body Health and Immunity
- 5.1.5 Genetics
- 5.1.6 Ecology
- 5.1.7 Fundamentals of Teaching and Learning Biology
- 5.1.8 Basic Biology Laboratory Skills
- 5.1.9 Analysis of “O” Level Biology Curriculum Materials
- 5.1.10 Planning and Preparation for Teaching Biology
- 5.1.11 Assessment in Biology.

5.2 733/2 Biology 2

- 5.2.1 Biochemistry
- 5.2.2 Basic Laboratory Skills
- 5.2.3 Classification

733/1 Biology 1's Table of Specification

S/N	Topic	Skills to be Tested						Number of Questions per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Biochemistry							1	8.8
2	Classification of Living Things							1	10.2
3	Respiration							1	6.0
4	Body Health and Immunity							2	12.5
5	Genetics							1	8.8
6	Ecology							1	5.3
7	Fundamentals of Teaching and Learning Biology/Analysis of the O-Level Biology Curriculum Materials							1	6.0
8	Basic Biology Laboratory Skills							2	12.2
9	Planning and Preparation for Teaching							3	22.6
10	Assessment in Biology							1	7.6
Total Number of Questions								14	
Total Percentage Weight									100

733/2 Biology 2's Table of Specification

S/N	Topic	Skills to be Tested						Number of Questions per Topic	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Biochemistry							1	33.3
2	Basic Biology Laboratory Skills							1	33.3
3	Classification of Living Things							1	33.3
Total Number of Questions								3	
Total Percentage Weight									100

735 AGRICULTURE TEACHING METHODS

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Agriculture Teaching Methods Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in this will need to be done.

2.0 GENERAL OBJECTIVES

The Agriculture Teaching Methods examination will assess the extent to which the candidate can:

- 2.1 understand different teaching methods, strategies and techniques; and
- 2.2 manage, organize and assess agriculture lessons in different settings.

3.0 GENERAL COMPETENCES

The Agriculture Teaching Methods examination will assess the candidate's ability to:

- 3.1 select and apply interactive and participatory teaching methods in teaching different topics on Agriculture;
- 3.2 prepare the scheme of work, lesson plans and lesson notes which actively involve learners in a lesson;
- 3.3 design, develop and use different teaching and learning materials in collaboration with learners;
- 3.4 evaluate an Agriculture lesson.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 Teaching Methods and Techniques
- 5.2 Analysis of Curriculum Materials
- 5.3 Subject Contents
- 5.4 Preparation for Teaching
- 5.5 Classroom Management and Organization During Teaching and Learning Process
- 5.6 Classroom Interaction
- 5.7 The Agricultural Science Laboratory
- 5.8 The Agricultural Science Workshop and Field Machinery Shed
- 5.9 The School Farm
- 5.10 Assessment and Evaluation of Students Performance

735 Agriculture's Teaching Methods Table of Specifications

S/N	Topics	Skills to be Tested						of Number Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analyzing	Evaluating	Creating		
1	Teaching Methods and Techniques							1	9.67
2	Analysis of Curriculum Materials							1	6.45
3	Subject Content							1	9.67
4	Preparation for Teaching							3	19.35
5	Classroom Management and Organisation During Teaching and Learning Process							1	6.45
6	Classroom Interaction/The School Farm							1	6.44
7	The Agricultural Science Laboratory							3	19.35
8	The Agricultural Science Workshop and Field Machinery Shed							1	6.45
9	Assessment and Evaluation of Students Performance							2	16.12
Total Number of Items								14	
Total Percentage Weight									100

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Physical Education and Sport Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in this will need to be done.

2.0 GENERAL OBJECTIVES

The Physical Education and Sport Examination will assess the extent to which the candidate can:

- 2.1 develop courage, self-trust, patriotism and cooperation attitudes;
- 2.2 revive and develop Physical Education as a cultural aspect of the community they live in;
- 2.3 attain skills in the practical areas of Physical Education;
- 2.4 apply skills of preparing and using various teaching-learning materials obtained from their local environment;
- 2.5 understand various teaching methods, strategies and techniques.

3.0 GENERAL COMPETENCES

The Physical Education and Sports examination will assess the candidate's abilities to:

- 3.1 teach Physical Education and good health practices;
- 3.2 apply principles and rules of sports and games;
- 3.3 describe functions of the human body in relation to Physical Education and Sport;
- 3.4 analyse the history of Physical Education;
- 3.5 design and demonstrate appropriate sports/games for the disabled;
- 3.6 master, consolidate and command his/her knowledge on teaching Physical Education and Sport at secondary school level;
- 3.7 apply interactive and participatory teaching methods, techniques and principles in Physical Education and Sport.

4.0 EXAMINATION RUBRIC

The examination will consist of **two (2)** papers. 736/1 Physical Education and Sport 1 theory paper and 736/2 Physical Education and Sport paper 2 practical.

4.1 736/1 Physical Education and Sport 1

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

4.2 736/2 Physical Education and Sport 2

There will be **one (1)** examination paper, which will take **40 minutes**. The paper will consist of **10** questions. Candidates will be required to answer **one (1)** question. Candidate shall pick up their **question numbers** in a lucky-dip system one day before the actual practical. The weight of this paper will be **100** marks.

5.0 EXAMINATION CONTENTS

5.1 736/1 Physical Education and Sport 1

The candidates will be assessed in the following topics:

- 5.1.1 Theory of Physical Education and Sport
- 5.1.2 Applied Sciences
- 5.1.3 Sports Medicine, Administration and Management
- 5.1.4 Ball Games
- 5.1.5 Racket Games
- 5.1.6 Swimming

- 5.1.7 Hockey
- 5.1.8 Athletics (Running, Throwing and Jumping)
- 5.1.9 Coaching and Officiating
- 5.1.10 Gymnastics
- 5.1.11 Adapted Physical Education
- 5.1.12 Outdoor Activities, Camping and Orienteering
- 5.1.13 Teaching and Learning Methods/Strategies/Techniques
- 5.1.14 Analysis of Curriculum Materials
- 5.1.15 Preparation for Teaching
- 5.1.16 First Aid
- 5.1.17 Physical Fitness
- 5.1.18 Rules and Regulations
- 5.1.19 Assessment and Evaluation of Physical Education and Sport

5.2 736/2 Physical Education and Sport 2

The candidates will be assessed in the following topics:

- 5.2.1 Soccer
- 5.2.2 Netball
- 5.2.3 Basketball
- 5.2.4 Handball
- 5.2.5 Volleyball
- 5.2.6 Athletics (Track and Field)
- 5.2.7 First Aid
- 5.2.8 Physical exercises

736/1 Physical Education and Sport 1's Table of Specification

S/N	Topic	Skills to be tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Theory of Physical Education and Sport/Physical Fitness							1	7.1
2	Applied Sciences							1	7.1
3	Sports Medicine/First Aid/Administration and Management							1	7.1
4	Ball Games							2	14.3
5	Racket Games/Hockey							1	7.1
6	Athletics (Running, Throwing and Jumping)							2	14.3
7	Coaching and Officiating/Adapted Physical Education							1	7.1
8	Outdoor Activities, Camping and Orienteering/Swimming/Gymnastics							1	7.1
9	Rules and Regulations/Assessment and Evaluation of Physical Education and Sport							1	7.1
10	Analysis of Curriculum Materials							1	7.1
11	Preparation for Teaching							1	7.1
12	Teaching and Learning Methods, Strategies, Techniques/Physical Fitness							1	7.1
Total Number of Questions								14	
Total Percentage Weight									100

736/2 Physical Education and Sport 2's Table of Specification

S/N	Topic	Skills to be tested						Number of Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Soccer							2	20
2	Netball							1	10
3	Basketball							1	10
4	Handball							1	10
5	Volleyball							1	10
6	Athletics (Track and Field)							2	20
7	First Aid							1	10
8	Physical Exercises							1	10
Total Number of Questions								10	
Total Percentage Weight									100

1.0 INTRODUCTION

This examination format is a revised version of the 2020 format issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Computer Science syllabus of 2018 for the Diploma in Secondary Education. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Computer Science will need to be done.

2.0 GENERAL OBJECTIVES

The Computer Science examination will assess the extent to which the candidate can:

- 2.1 identify a variety of learning and career opportunities in computer science;
- 2.2 demonstrate roles and responsibilities of the computer scientist in solving problems at the individual and society level;
- 2.3 demonstrate skills in writing computer programs in structured languages;
- 2.4 demonstrate knowledge and skills required for further studies in computer science and related fields;
- 2.5 apply various learner-centred approaches and techniques in teaching and learning ICS;
- 2.6 create, improvise and preserve various ICS teaching and learning materials;
- 2.7 use ICS curriculum materials correctly for teaching and learning;
- 2.8 use the internet, school environment and other technologies as teaching and learning resources;
- 2.9 manage school's ICT infrastructure and its administration system using both licensed and open source software;
- 2.10 use appropriate ICT facilities in teaching and learning ICS; and
- 2.11 conduct effective assessment and evaluation of students' performance in ICS.

3.0 GENERAL COMPETENCIES

The Computer Science examination will assess the candidate's ability to:

- 3.1 apply computer skills to communicate through writing, speaking and drawing;
- 3.2 use computing techniques and methods appropriately in solving problems at the individual and society level;

- 3.3 think logically, critically and creatively;
- 3.4 work independently to advance science and technology;
- 3.5 analyse and interpret ICS curriculum materials for teaching and learning in the ordinary level secondary schools correctly;
- 3.6 apply learner-centred approaches, strategies and techniques in teaching and learning ICS to learners, including those with special needs;
- 3.7 develop supportive skills for dealing with contemporary/cross-cutting issues and new information technologies;
- 3.8 use ICT resources and technology for effective teaching and learning ICS;
- 3.9 conduct action research for improving teaching and learning ICS;
- 3.10 use appropriate assessment tools for effective assessment of students' performance in ICS;
- 3.11 apply appropriate computer laboratory skills in the administration and management of the school's computer laboratory; and
- 3.12 reflect on his/her own teaching and learning for further improvement.

4.0 EXAMINATION RUBRIC

There will be **two (2)** examination papers; Computer Science 1 and Computer Science 2.

4.1 737/1 Computer Science 1

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

4.2 737/2 Computer Science 2

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of **three (3)** questions. Candidates will be required to answer **two (2)** questions. Question **one (1)** on **C++ programming** will be compulsory. Each question will carry **25** marks, making a total of **50** marks.

Note

- (a) Checklists of instruments and programs to be installed in the computers will be sent to Colleges not less than three months before the examination date. There will be **no 3 Hours Advance Instructions** for this paper.
- (b) Candidates' practical work shall be submitted to the National Examinations Council of Tanzania (NECTA) together with the printed hardcopies attached with their booklet. Softcopies should be saved in **three (3)** CDs using the candidates' Examination Numbers.

5.0 EXAMINATION CONTENTS

The Candidates will be assessed on the following topics:

5.1 737/1 Computer Science 1

- 5.1.1 Computer Basics
- 5.1.2 Data Representation
- 5.1.3 Problem-Solving
- 5.1.4 C++ Programming
- 5.1.5 Website Development
- 5.1.6 System Development
- 5.1.7 Data Structure and Algorithms
- 5.1.8 Information System
- 5.1.9 Data Communication and Networking
- 5.1.10 Visual Programming
- 5.1.11 Computer Security and Privacy
- 5.1.12 IT Environment
- 5.1.13 Fundamentals of Teaching and Learning Computer Science
- 5.1.14 Analysis of O-Level ICS Syllabus
- 5.1.15 Planning and Preparing for Teaching ICS
- 5.1.16 Teaching of the Selected Topics in the ICS Syllabus
- 5.1.17 Management of the Computer Laboratory
- 5.1.18 Assessment in the ICS Subject

5.2 737/2 Computer Science 2

- 5.2.1 C++ Programming
- 5.2.2 Visual Programming
- 5.2.3 Website Development
- 5.2.4 Information System
- 5.2.5 Computer Basics

0737/1 Computer Science 1's Table of Specification

S/N	Topic	Skills to be Tested						Number of Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Computer Basics							1	5.7
2	Data Representation							1	5.9
3	C++ Programming							1	13.1
4	Web Development							1	6.6
5	System Development							1	3.2
6	Data Structure and Algorithm/Problem Solving							1	13.9
7	Information Systems							1	5.6
8	Data Communication and Networking							1	5.6
9	Visual Programming							1	11.2
10	Computer Security and Privacy							1	5.8
11	IT Environment							1	1.8
12	Fundamentals of Teaching and Learning Computer Science/Analysis Of O-Level ICS Syllabus							1	3.5
13	Planning and Preparing for Teaching ICS/Teaching of the Selected Topics in the ICS Syllabus							1	12.4
14	Management of the Computer Laboratory/Assessment in the ICS Subject							1	5.7
Total Number of Questions								14	
Total Percentage Weight									100

737/2 Computer Science 2's Table of Specification

S/N	Topic	Skills to be Tested						Number of Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	C++ Programming							1	8.1
2	Visual Programming/Information Systems							1	24.3
3	Web Development/Computer Basics							1	17.6
Total Number of Items								3	
Total Percentage Weight									50

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Information and Communication Technology Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in ICT will need to be done.

2.0 GENERAL OBJECTIVES

The Information and Communication Technology examination will assess the extent to which the candidate can:

- 2.1 develop knowledge and skills in the use of ICT facilities;
- 2.2 develop an awareness of the current development and the impact of the use of ICT in the teaching and learning process;
- 2.3 demonstrate skills of processing, interpreting and disseminating information;
- 2.4 realize the role of ICT in the socio-economic and cultural development of the society;
- 2.5 facilitate the learning computer networks and security issues in the networked environment;
- 2.6 assess the progress of students' learning;
- 2.7 develop self-reflective skills.

3.0 GENERAL COMPETENCES

The Information and Communication Technology examination will assess the candidate's ability to:

- 3.1 demonstrate skills in using ICT facilities in the teaching and learning process;
- 3.2 process, interpret and disseminate information;
- 3.3 create simple computer program and develop a website;
- 3.4 promote the use of ICT in bringing about the development of the society;
- 3.5 keep abreast of the current development and issues related to everyday use of ICT facilities;
- 3.6 analyse the principles of teaching ICS by using ICT resources;

- 3.7 guide learners in the application of ICS principles in the teaching and learning process;
- 3.8 design a good computer laboratory;
- 3.9 prepare lesson plan, scheme of work and use the appropriate teaching methods in teaching ICS;
- 3.10 plan and prepare teaching and learning resources;
- 3.11 describe the types of ICS assessment tools and explain their uses in learners' assessment;
- 3.12 use a Table of Specification to set ICS test items based on all six cognitive functions of Blooms Taxonomy;
- 3.13 analyse the test items and prepare a marking scheme/guide;
- 3.14 categorize the factors that influence ICS standardized test scores.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting Information and Communication Technology examination, questions will be drawn from the following topics:

- 5.1 Fundamentals of Information and Communication Technology
- 5.2 Computer Basics and Networks
- 5.3 Generic Software Applications
- 5.4 Computer Programming Language
- 5.5 Websites Design

- 5.6 Multimedia
- 5.7 Socio-Economic and Cultural Aspects of ICT
- 5.8 Principles of Teaching and Learning ICS
- 5.9 Computer Laboratory Management Skills
- 5.10 Planning and Preparation for Teaching ICS
- 5.11 Assessment Procedures for ICS.

738 Information and Communication Technology's Table of Specification

S/N	Topic	Skills to be Tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Fundamentals of Information and Communication Technology							1	3.4
2	Computer Basics and Networks							1	9.1
3	Generic Software Applications							2	16.3
4	Computer Programming Language							1	8.7
5	Websites Design							1	5.8
6	Multimedia							2	14.1
7	Socio-Economic and Cultural Aspects of ICT							1	6.7
8	Principles of Teaching and Learning ICS							1	6.7
9	Computer Laboratory Management Skills							1	5.8
10	Planning and Preparation for Teaching ICS							1	7.1
11	Assessment Procedures for ICS							2	16.3
Total Number of Items								14	
Total Percentage Weight									100

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Mathematics Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Mathematics will need to be done.

2.0 GENERAL OBJECTIVES

The Mathematics examination will assess the extent to which the candidate can:

- 2.1 understand basic principles and theories in Mathematics;
- 2.2 understand mathematical concepts and their relation in other fields;
- 2.3 use mathematical knowledge, skills in solving problems in daily life;
- 2.4 promote capabilities for studying mathematics in higher education;
- 2.5 analyze basic and additional mathematics syllabus for ordinary level secondary education;
- 2.6 plan and teach the basic and additional mathematics content competently using participatory and cooperative methods;
- 2.7 assess and evaluate students' progress in learning mathematics and provide feedback;
- 2.8 guide students to understand the meaning of different mathematics concepts;
- 2.9 interpret mathematical problems, solve and apply them in real-life experience;
- 2.10 use action research to improve the teaching and learning of mathematics;
- 2.11 use mathematics knowledge in developing entrepreneurship skills to students.

3.0 GENERAL COMPETENCES

The Mathematics examination will assess the candidate's ability to:

- 3.1 interpret and solve Mathematics problems;
- 3.2 apply mathematics knowledge, skills and techniques in other related fields;
- 3.3 communicate precisely in mathematical language;
- 3.4 apply the mathematical knowledge and skills for further studies;
- 3.5 plan and develop Mathematics lessons;

- 3.6 demonstrate mastery of contents of Basic Mathematics and Additional Mathematics for Ordinary Level secondary education;
- 3.7 show pedagogical skills in teaching Mathematics;
- 3.8 demonstrate competencies in conducting action research for improving teaching and learning Mathematics;
- 3.9 apply entrepreneurship skills using Mathematics knowledge.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 Similarity and Congruence
- 5.2 Logic
- 5.3 Calculating Devices
- 5.4 Coordinate Geometry II
- 5.5 Linear Programming
- 5.6 Probability
- 5.7 Algebra
- 5.8 Trigonometry
- 5.9 Differentiation
- 5.10 Integration
- 5.11 Hyperbolic Functions
- 5.12 Vectors

- 5.13 Foundations of Mathematics
- 5.14 Analysis of Mathematics Curriculum Materials
- 5.15 Planning and Preparation For Teaching Mathematics
- 5.16 Teaching the Selected Topics
- 5.17 Assessment in Mathematics

740 Mathematics' Table of Specification

S/N	Topic	Skills to be tested						Number of Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Calculating devices/Linear programming							1	7.1
2	Algebra/Similarity and Congruence							1	7.1
3	Differentiation/Integration							1	7.1
4	Trigonometry/Vectors							1	7.1
5	Hyperbolic Functions							1	7.1
6	Coordinate Geometry II							1	7.1
7	Probability							1	7.1
8	Logic							1	7.1
9	Foundations of Mathematics							1	7.1
10	Planning and Preparation for Teaching Mathematics							1	7.1
11	Analysis of Mathematics Curriculum Materials							1	7.1
12	Assessment in Mathematics							1	7.1
13	Teaching the Selected Topics							2	14.3
Total Number of Items								14	
Total Percentage Weight									100

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the General Studies' Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in General Studies will need to be done.

2.0 GENERAL OBJECTIVES

The General Studies examination will assess the extent to which the candidate can:

- 2.1 understand theories, laws and principles of the development;
- 2.2 apply theories, laws and principles of the development to Tanzania and other developing countries contexts;
- 2.3 solve the development problems in Tanzania and other developing countries by using theories, laws and principles of development.

3.0 GENERAL OBJECTIVES

The General Studies examination will test the candidate's ability to:

- 3.1 explain, analyze and discuss the meaning of the development and contemporary issues which affect the development in Tanzania and other developing countries;
- 3.2 compare and contrast the development trends and issues which affect the development in Tanzania and other developing countries;
- 3.3 apply different skills of communication media to bring about social, economic and political development in Tanzania and other developing countries;
- 3.4 solve social, economic, cultural and political problems in Tanzania.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)**

marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay questions. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 The Concept of Development and Socio-Economic Development in Tanzania
- 5.2 Policy Issues in Tanzania
- 5.3 Gender, Gender Equity, Equality and Women Empowerment
- 5.4 Government and Democracy
- 5.5 Citizenship and Civil Rights
- 5.6 International Trade
- 5.7 Environmental Education
- 5.8 Mass Communication
- 5.9 Non-Governmental Organizations (NGOs) in the Development of Tanzania
- 5.10 Investment

744 General Studies' Table of Specification

S/N	Topics	Skills to be Tested						Number of Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	The Concept of Development and Socio-Economic Development in Tanzania							2	14.29
2	Policy Issues in Tanzania							2	14.29
3	Gender, Gender Equity, Equality and Women Empowerment							1	7.14
4	Government and Democracy							2	14.29
5	Citizenship and Civil Rights							1	7.14
6	International Trade							1	7.14
7	Environmental Education							2	14.29
8	Mass Communication							1	7.14
9	Non-Governmental Organizations (NGOs) in the Development of Tanzania							1	7.14
10	Investment							1	7.14
Total Number of Questions								14	
Total Percentage Weight									100

750 EDUCATIONAL MEDIA AND TECHNOLOGY

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Educational Media and Technology syllabus 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in this will need to be done.

2.0 GENERAL OBJECTIVES

The Educational Media and Technology examination will assess the extent to which the candidate can:

- 2.1 describe different types of educational media and technology as applied in teaching and learning;
- 2.2 explain different techniques of using media and technology in teaching and learning;
- 2.3 improvise media and technology materials;
- 2.4 use different educational media and technology effectively in teaching and learning; and
- 2.5 keep and maintain educational media and technology materials and equipment.

3.0 GENERAL COMPETENCES

The Educational Media and Technology examination will assess the candidate's ability to:

- 3.1 classify types of educational media and technology as applied in teaching and learning;
- 3.2 construct different types of educational media and technology materials for teaching and learning;
- 3.3 apply various techniques of using media and technology in the teaching and learning process;
- 3.4 apply improvisation technique of educational media and technology materials; and
- 3.5 care and repair educational media and technology materials and equipment.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay questions. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting Educational Media and Technology examination, questions will be drawn from the following topics:

- 5.1 Principles of Teaching and Learning in Educational Media and Technology
- 5.2 Types of Educational Media and Technology
- 5.3 Categories of Educational Media and Technology
- 5.4 Functions of Educational Media and Technology
- 5.5 Characteristics of Educational Media and Technology
- 5.6 Production of Traditional and Modern Educational Media and Technology
- 5.7 Educational Media and Technology and Environment
- 5.8 Care and Maintenance of Educational Media and Technology

750 Educational Media and Technology's Table of Specification

S/N	Topic	Skills to be Tested						Total Number of Question	Percentage Weight Per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Principles of Teaching and Learning in Educational Media and Technology							2	14.3
2	Types of Educational Media and Technology/Characteristics of Educational Media and Technology							1	7.1
3	Categories of Educational Media and Technology							2	14.4
4	Functions of Educational Media and Technology							1	7.1
5	Production of Traditional and Modern Educational Media and Technology							6	42.9
6	Educational Media and Technology and Environment							1	7.1
7	Care and Maintenance of Educational Media and Technology							1	7.1
Total Number of Question								14	
Percentage Weight Per Skills									100

751 COMMERCE TEACHING METHODS

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Commerce Teaching Methods Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format also provides guidelines on how the assessment will need to be done.

2.0 GENERAL OBJECTIVES

The Commerce Teaching Methods examination will test the extent to which the candidate can:

- 2.1 understand teaching methods, strategies, techniques, theories and principles related to Commerce Teaching Methods subject;
- 2.2 apply the methods, strategies, techniques, theories and principles of the subject to solve educational problems related to the development of Commerce teaching; and
- 2.3 understand different skills involved in teaching the subject.

3.0 GENERAL COMPETENCIES

The Commerce Teaching Methods examination will assess the candidate's ability to:

- 3.1 identify and explain the use of various teaching methods, strategies, techniques, theories and principles related to Commerce Teaching Methods subject;
- 3.2 analyse and explain uses of curriculum materials;
- 3.3 prepare and use different curriculum materials in the teaching and learning process;
- 3.4 test and evaluate students' abilities on all topics of Commerce subject;
- 3.5 explain various terms, concepts and illustrations related to different topics in Commerce;
- 3.6 analyse various topical issues related to Commerce subject; and
- 3.7 apply skills, theories and principles in solving educational problems in Tanzania.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 Teaching Methods, Strategies and Techniques
- 5.2 Analysis of Curriculum Materials
- 5.3 Subject Content and Analysis of CSE Commerce Syllabus
- 5.4 Preparation for Teaching
- 5.5 Teaching Materials
- 5.6 Lesson Assessment, Evaluation and Testing

751 Commerce Teaching Methods' Table of Specification

S/N	Topics	Skills to be Tested						Number of Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Teaching Methods, Strategies and Techniques							2	14.29
2	Analysis of Curriculum Materials							1	7.14
3	Subject Content and Analysis of CSE Commerce Syllabus							7	50.00
4	Preparation for Teaching							1	7.14
5	Teaching Materials							2	14.29
6	Lesson Assessment, Evaluation and Testing							1	7.14
Total Number of Questions								14	
Total Percentage Weight									100

752 BOOKKEEPING TEACHING METHODS

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the BookKeeping Teaching Methods Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. It is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in this paper will need to be done.

2.0 GENERAL OBJECTIVES

The Bookkeeping Teaching Methods examination will assess the extent to which the candidate can:

- 2.1 understand teaching methods, strategies, theories, principles and techniques applicable to the subject of BookKeeping; and
- 2.2 use methods, strategies, techniques, theories and principles in teaching and solving educational problems.

3.0 GENERAL COMPETENCES

The Bookkeeping Teaching Methods examination will assess the candidate's ability to:

- 3.1 identify and explain various teaching methods, strategies, techniques, theories and principles relevant to the teaching and learning process;
- 3.2 apply the methods, strategies and techniques in teaching and learning the subject;
- 3.3 analyze the curriculum materials related to the subject;
- 3.4 describe ways of developing teaching materials;
- 3.5 apply knowledge and skills in solving educational problems; and
- 3.6 evaluate lessons.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents, and **three (3)** questions will assess

pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 Teaching Methods
- 5.2 Analysis of Curriculum Materials
- 5.3 Subject Content analysis, including the Analysis of CSE Book-Keeping Syllabus
- 5.4 Preparation for Teaching
- 5.5 Development of Teaching Materials
- 5.6 Lesson Evaluation

752 Bookkeeping Teaching Methods' Table of Specification

S/N	Topics	Skills to be Tested						Number of Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Teaching Methods							2	14.29
2	Analysis of Curriculum Materials							1	7.14
3	Subject Content Including Analysis of CSE BookKeeping Syllabus							7	50.00
4	Preparation for Teaching							1	7.14
5	Development of Teaching Materials							2	14.28
6	Lesson Evaluation							1	7.14
Total Number of Questions								14	
Total Percentage Weight									100

753 HOME ECONOMICS

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Home Economics Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in Home Economics will need to be done.

2.0 GENERAL OBJECTIVES

The examination will assess the extent to which the candidate is able to:

- 2.1 use participatory methods in teaching Home Economics subject;
- 2.2 prepare and carry out practical lessons in Home Economics;
- 2.3 prepare a scheme of work and lesson plan and use them effectively;
- 2.4 identify appropriate teaching and learning methods, strategies and techniques related to Home Economics;
- 2.5 design, develop and use teaching and learning materials appropriately;
- 2.6 improvise various teaching and learning materials for Home Economics.

3.0 GENERAL COMPETENCES

The Home Economics examination will test the candidate's ability to:

- 3.1 apply participatory methods in teaching and learning Home Economics;
- 3.2 apply knowledge of food and nutrition in planning and preparing family meals;
- 3.3 make garments using appropriate garment-making processes;
- 3.4 plan a lesson and develop it using appropriate teaching and learning techniques;
- 3.5 use different teaching and learning methods and techniques in teaching Home Economics; and
- 3.6 prepare and use various teaching and learning materials using locally available materials.

4.0 EXAMINATION RUBRIC

There will be **two (2)** examination papers, whereby 753/1 Home Economics 1 will deal with Theory, and 753/2 Home Economics 2 will deal with Practical.

4.1 753/1 Home Economics 1

This will be a theory paper of **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions, out of which **seven (7)** questions will assess academic contents and **three (3)** will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions, out of which **two (2)** questions will assess academic contents and **two (2)** questions will assess pedagogical contents. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

4.2 753/2 Home Economics 2

This will be a practical paper lasting **three (3)** hours. It will consist of **five (5)** questions. Candidates will be required to answer **one (1)** question. Each question in this paper will carry **100** marks. The examination will be divided into two sessions; **a planning session** and **a practical session**.

A Planning Session

A planning session is an open book examination lasting **2 hours**. Each candidate will select one question by randomly picking a paper containing a question from a set of mixed questions in a box. The candidate will read the question, write the choice of dishes, requirements for textile article(s), time plan (order of work) and shopping list. The candidate will be given an opportunity to make choices according to the requirement of the question. Candidates will be allowed to use recipe books during the planning session only.

A Practical Session

A practical session will last **3 hours**, whereby the candidate will be required to demonstrate what has been planned and be assessed based on the criteria provided in the following Table:

Criteria for Assessment during Practical Session

SN	Items	Marks
1	Choice of Dishes	10
2	Order of Work	5
3	Cleanliness	5
4	General Impression	5
5	Skills	35
6	Quality	30
7	Serving and Presentation	10

5.0 EXAMINATION CONTENTS

5.1 753/1 Home Economics 1

The examination will test candidates in the following topics:

- 5.1.1 Teaching and Learning Methods
- 5.1.2 Analysis of Curriculum Materials
- 5.1.3 Home Economics Subject Contents
- 5.1.4 Preparation for Teaching
- 5.1.5 Teaching Materials
- 5.1.6 Lesson Assessment, Evaluation and Testing.

5.2 753/2 Home Economics 2

Questions in this practical paper will be derived from the following topics:

- 5.2.1 Malnutrition
- 5.2.2 Pastry Dishes
- 5.2.3 Food and Nutrition
- 5.2.4 Food Preservation
- 5.2.5 Planning Balanced Meal
- 5.2.6 Dressmaking Processes
- 5.2.7 Embroidery

753/1 Home Economics 1's Table of Specification

S/N	Topic	Skills to be tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Teaching and Learning Methods							2	15
2	Analysis of Curriculum Materials							1	8
3	Home Economics Subject Contents							5	38
4	Preparation for Teaching							3	19
5	Teaching Materials							1	9
6	Lesson Assessment, Evaluation and Testing							2	11
Total Number of Items								14	100
Total Percentage Weight									

753/2 Home Economics 2's Table of Specification

S/N	Topic	Skills to be tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Malnutrition and Dressmaking Processes							1	20
2	Pastry Dishes/Food Preservation and Embroidery							1	20
3	Planning Balanced Meals and Dressmaking Processes							2	40
4	Food and Nutrition and Dressmaking Processes							1	20
Total Number of Items								5	100
Total Percentage Weight									

761 EDUCATIONAL PSYCHOLOGY, GUIDANCE AND COUNSELLING

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Educational Psychology, Guidance and Counselling Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in this will need to be done.

2.0 GENERAL OBJECTIVES

The Educational Psychology, Guidance and Counselling examination will assess the extent to which the candidate can:

- 2.1 understand facts, theories and principles of Educational Psychology, Guidance and Counselling in the teaching and learning process;
- 2.2 apply the acquired knowledge, theories and principles of Educational Psychology, Guidance and Counselling in studying different developmental aspects of the learner, which affect the teaching and learning process;
- 2.3 develop and use Guidance and Counselling skills to help learners to gain self-understanding and make informed decisions;
- 2.4 use knowledge and principles in dealing with students with special learning needs;
- 2.5 develop skills for dealing with cross-cutting issues; and
- 2.6 demonstrate how the learners can take the role and responsibility as agents for social change.

3.0 GENERAL COMPETENCIES

The Educational Psychology, Guidance and Counselling examination will assess the candidate's ability to:

- 3.1 guide and counsel learners on their individual growth and adjustment;
- 3.2 assist learners with special learning needs;
- 3.3 analyse human development in teaching and learning;
- 3.4 link the content and the learner's context for concept formation;
- 3.5 integrate learning theories in the teaching and learning process; and
- 3.6 display a good personality to enhance the teaching and learning process.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay questions. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 Psychology and Educational Psychology
- 5.2 Human Development and Psychology of Teaching and Learning
- 5.3 Learning Theories
- 5.4 Learning in School Settings
- 5.5 Diversity in Learning
- 5.6 Guidance and Counselling

761 Educational Psychology, Guidance and Counselling's Table of Specification

S/N	Topic	Skills to be Tested						Number of Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Psychology and Educational Psychology							1	5.5
2	Human Development and Psychology of Teaching and Learning							4	31.2
3	Learning Theories							3	22.6
4	Learning in School Settings							2	13.3
5	Diversity in Learning							2	10.9
6	Guidance and Counselling							2	16.5
Total Number of Questions								14	
Total Percentage Weight									100

762 EDUCATIONAL RESEARCH, MEASUREMENT AND EVALUATION

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Educational Research, Measurement and Evaluation Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in this will need to be done.

2.0 GENERAL OBJECTIVES

The Educational Research, Measurement and Evaluation examination will assess the extent to which the candidate can:

- 2.1 identify scales of measurement in developing educational measurements and assessment of candidates' performance;
- 2.2 apply research skills in improving and developing action research and improving the teaching and learning process;
- 2.3 use assessment skills and tools in improving the teaching and learning process;
- 2.4 develop reflective practice in the teaching and learning process;
- 2.5 evaluate candidates understanding and achievement;
- 2.6 develop the spirit of collaboration among student-teachers in undertaking education projects and action research.

3.0 GENERAL COMPETENCES

The Educational Research, Measurement and Evaluation examination will assess the candidate's ability to:

- 3.1 use different scales of measurement for carrying out assessment and evaluation of performance;
- 3.2 develop research skills;
- 3.3 carry out projects and action research as well as disseminating findings of his/her research to others;
- 3.4 apply interpersonal skills in establishing mutual supportive linkage between the school and the community in solving problems in the teaching and learning process;
- 3.5 apply research findings to solve educational problems;
- 3.6 use assessment skills and tools for improving the teaching and learning process.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay/structured questions. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, questions will be drawn from the following topics:

- 5.1 Educational Measurement
- 5.2 Assessment Achievement
- 5.3 Test Construction
- 5.4 Qualities of Tests
- 5.5 Analysis and Interpretation of Test Results
- 5.6 Educational Assessment and Evaluation
- 5.7 Educational Research

762 Educational Research, Measurement and Evaluation's Table of Specification

S/N	Topic	Skills to be Tested						Number of Questions/Items	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Educational Measurements							1	7.14
2	Assessing Achievement							1	7.14
3	Test Construction							1	7.14
4	Qualities of Tests							1	7.14
5	Analysis and Interpretation of Test Results							3	21.43
6	Educational Assessment and Evaluation							1	7.14
7	Educational Research							6	42.86
Total Number of Items								14	
Total Percentage Weight									100

763 FOUNDATIONS OF EDUCATION

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the 2009 Diploma in Secondary Education syllabus, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in this will need to be done.

2.0 GENERAL OBJECTIVES

The examination will assess the extent to which the candidate can:

- 2.1 acquire knowledge on concepts of education, philosophy of education and branches of philosophy of education;
- 2.2 show an understanding of important education developments in Tanzania;
- 2.3 analyse educational changes and innovations in Tanzania before and after independence;
- 2.4 acquire knowledge and develop understanding about social equity and equality in education;
- 2.5 understand the importance of effects of the inter-relationship of different societies to the activities of education;
- 2.6 compare and contrast educational issues in Tanzania with those of other countries;
- 2.7 acquire knowledge, skills and attitudes needed in educational management and administration;
- 2.8 identify cross-cutting issues in the area of specialization;
- 2.9 develop critical thinking on different educational matters;
- 2.10 acquire knowledge, skills and attitudes in dealing with students with diverse learning needs;
- 2.11 develop reflective skills in teaching and learning in the area of specialization.

3.0 GENERAL COMPETENCES

The examination will test the candidate's ability to:

- 3.1 analyse and criticize educational issues;
- 3.2 translate and integrate educational policies and innovations in teaching and learning activities;

- 3.3 demonstrate creativity, innovativeness and improvisation in the teaching and learning process;
- 3.4 use interpersonal skills to involve the community to participate in schools' activities;
- 3.5 apply educational experiences from other countries;
- 3.6 generate and apply logical arguments in day to day professional activities;
- 3.7 plan, organize and coordinate school activities;
- 3.8 integrate cross-cutting issues in the subject of specialization;
- 3.9 demonstrate critical thinking when dealing with educational issues;
- 3.10 demonstrate an ability to reflect on the teaching and learning process in areas of specialization.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections A and B with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay questions. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks making a total of **60** marks in this section.

5.0 EXAMINATION CONTENTS

In setting the examination, the following topics will be considered:

- 5.1 Education
- 5.2 Philosophy of Education
- 5.3 Historical Development of Education in Tanzania (Mainland and Zanzibar)
- 5.4 Trends in Education Development in Tanzania and Other Countries (1967 to date)
- 5.5 Sociology of Education
- 5.6 Education Management and Administration

763 Foundations of Education's Table of Specification

S/N	Topic	Skills to be Tested						Number of Questions	Percentage Weight per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Education							3	21
2	Philosophy of Education							1	7
3	Historical Development of Education in Tanzania (Mainland and Zanzibar)							2	14
4	Trends in Education Development in Tanzania and other Countries (1967 To Date)							3	21
5	Sociology of Education							2	15
6	Education Management and Administration							3	22
Total Number of Items								14	
Total Percentage Weight									100

764 CURRICULUM AND TEACHING

1.0 INTRODUCTION

This examination format is a revised version of the 2017 format, issued by the National Examinations Council of Tanzania (NECTA). The format is based on the Curriculum and Teaching Syllabus of 2009 for the Diploma in Secondary Education, which is still in use. The revised format is geared towards assessing student teachers' competencies in high order thinking skills. The format provides guidelines on how the assessment in this will need to be done.

2.0 GENERAL OBJECTIVES

The examination will assess the extent to which the candidate can:

- 2.1 apply the curriculum theories in planning, developing and implementing school curriculum;
- 2.2 analyse curriculum materials for effective teaching and learning process;
- 2.3 apply and/or use different theories and principles of curriculum and teaching in the teaching and learning process; and
- 2.4 apply curriculum theories and principles in teaching and learning cross-cutting issues.

3.0 GENERAL COMPETENCES

The examination will assess the candidate's ability to:

- 3.1 apply the curriculum theories to classroom situations in solving educational problems;
- 3.2 plan and teach using interactive teaching and learning strategies/methods;
- 3.3 organize and manage the classroom for effective teaching;
- 3.4 create and innovate skills in teaching and learning;
- 3.5 practice reflective skills in the teaching and learning process;
- 3.6 select and improvise teaching and learning materials;
- 3.7 integrate cross-cutting issues in the teaching and learning process;
- 3.8 evaluate curriculum materials; and
- 3.9 construct general and specific teaching and learning objectives.

4.0 EXAMINATION RUBRIC

There will be **one (1)** examination paper, which will take **three (3)** hours. The paper will consist of sections **A** and **B** with a total of **14** questions. Candidates will be required to answer **all** questions, weighing **100** marks.

Section A will consist of **ten (10)** short answer questions. Candidates will be required to answer **all** questions in this section. Each question will carry **four (4)** marks. Therefore, the total marks for the section will be **40**.

Section B will consist of **four (4)** essay questions. Candidates will be required to answer **all** questions in this section. Each question will carry **15** marks. Therefore, the total marks for the section will be **60**.

5.0 EXAMINATION CONTENTS

In setting the examination, the following topics will be considered:

- 5.1 Curriculum Theory
- 5.2 Curriculum Development
- 5.3 Teaching and Learning Materials
- 5.4 Teaching and Learning Approaches
- 5.5 Planning for Teaching
- 5.6 Teaching Practice

764 Curriculum and Teaching's Table of Specification

S/N	Topic	Skills to be Tested						Total Number of Question Per Topic	Percentage Weight Per Topic
		Remembering	Understanding	Applying	Analysing	Evaluating	Creating		
1	Curriculum Theory							1	7.1
2	Curriculum Development							3	21.4
3	Teaching and Learning Materials							4	28.6
4	Teaching and Learning Approaches							1	7.1
5	Planning for Teaching							3	21.4
6	Teaching Practice							2	14.4
Total Number of Question								14	
Percentage Weight Per Skills									100

A SUMMARY OF COGNITIVE DIMENSIONS ASSESSED IN THE FINAL EXAMINATIONS

Cognitive Levels Assessed	How to Measure	Sample of Action Verbs Used			
Remembering	Students' ability to recall, retrieve or recognise information, ideas, facts and principles in the approximate form in which they learned them.	define describe recognise relate recall select	identify, label list, match , memorise, name, which	duplicate outline reproduce what where when	who
Understanding	Students' ability to translate, comprehend or interpret information, facts or ideas based on prior learning.	explain summarise paraphrase describe illustrate identify	convert exemplify demonstrate restate estimate	extend rephrase translate indicate show	rewrite
Applying	Students' ability to select, transfer, use data, ideas, facts and principles to complete a problem or task in a new situation with minimum direction.	use compute solve apply construct relate manipulate	apply change compute illustrate employ examine	complete imitate articulate practice instruct	interpret
Analysing	Students' ability to distinguish, classify, and relate the assumptions, hypotheses, evidence, or structure of a statement or question	analyse categorise compare contrast separate prepare	discriminate compute classify divide simplify apply	modify operate relate organise arrange inspect	manipulate
Evaluating	Students' ability to appraise, assess, or	judge infer	assess conclude	interpret tell	rank support

Cognitive Levels Assessed	How to Measure	Sample of Action Verbs Used			
	critique an idea or fact on a basis of specific standards and criteria.	dispute recommend critique justify	argue evaluate defend estimate	discuss reframe predict rate	appraise relate prioritise
Creating	Students' ability to compose, design, assemble, and combine ideas into a whole product, plan or idea that is new to him or her.	create design hypothesise invent develop revise prepare discover	collect combine compose construct arrange assemble devise formulate	plan rewrite set up suppose imagine synthesise change generate	rearrange reconstruct relate propose integrate express compile reorganise

Note: The interrogatives “*How*” and “*Why*” can be used to assess all the levels depending on the qualifiers used in the stem of the question.

THE EXTREMELY VAGUE ACTION VERBS OR PHRASES WHICH SHOULD BE AVOIDED

Words to Avoid where Necessary	Phrases to Avoid where Necessary
<ul style="list-style-type: none"> • Believe • Hear • Realise • Capacity • Intelligence • Recognise • Comprehend • Know • See • Feel • Conceptualise • Listen • Memorise • Self-Actualise • Think • Experience • Perceive • Understand 	<ul style="list-style-type: none"> • Show your appreciation for • How acquainted are you with • How are you adjusted to • Show your awareness of • Comprehension of • Cognisant of • Enjoyment of • How conscious are you of • How familiar are you with • Indicate your interest in • Show your knowledge of • How knowledgeable are you about • Indicate your understanding of • Write short notes.

